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ABSTRACT

Presented are units prepared by the participants of Arizona's Migrant Teacher Institutes which were organized to train participants in the implementation of individualized instruction. Part I describes what a learning center is, how to begin and evaluate learning centers, and the distinguishing features between a teaching unit and a resource unit. Suggested learning center activities presented on the topic of food include: a language center featuring show and tell and use of the telephone to order groceries; a math center with play money to buy groceries and estimating exercises; a science or health center using food and food pictures to distinguish likenesses and differences and to classify foods by taste; an art center with macaroni art; a music center with songs about food; and an audio-media center using food related films and tape recordings of children eating food. Part II presents six complete resource units; collections of suggested teaching and learning experiences and materials are organized around a selected topic or area. Each unit includes goals, objectives, specific teacher-directed motivational activities, committee and group work projects permitting students to make alternative topic choices and approaches, pre- and post-unit evaluative measures, and a unit-concluding activity. The grade K-3 units focus on animals, dinosaurs, and community awareness. The grade 4-8 unit topics concern the migrant worker, air and water pollution, and life in the middle ages. (NEC)

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MIGRANT CHILD INSTITUTE

SUMMER 1978

RESOURCE UNITS:

Primary K-3

Intermediate 4-6

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

One of the requirements of Arizona's Migrant Teacher Institutes was the preparation of Instructional Resource Units. Development of these units was one of the key elements in our three-stage recommendations related to Individualizing Instruction in both reading and oral language.

The Institutes attempted to train participants in the implementation of individualized instruction by recommending the following stages:

STAGE ONE: Room Organization: Realistic Learning Centers

STAGE TWO: Resource - Instructional Units

STAGE THREE: Conducting Individual Conferences and Keeping Instructional Records

Part I of this publication discusses: What is a learning center; how to begin learning centers; suggested learning centers; and how to evaluate learning centers. Part I also provides a brief discussion of the difference between a Teaching Unit and a Resource Unit. Part I concludes with an outline of the seven main parts of a Resource Unit.

Part II provides three (3) Primary Resource Units and three (3) Intermediate Resource Units. These units were developed by teachers and administrators who attended the 1978 Summer Institute.

J. O. Maynes, Jr.
N. Silvaroli

PART I

ROOM ORGANIZATION: REALISTIC LEARNING CENTERS

WHAT IS A LEARNING CENTER

"Learning Centers" or stations, as used in a self-contained classroom, are designated areas within the room where children may go to do specific activities related to some new concept or skill reinforcement. "Interest Centers" are nonacademic areas where the child's imagination and interests can be explored.

Each center may have one or more activities in a related subject area. Such activities might be sequential in development or multi-level, geared to varying abilities within the class.

In self-contained classrooms, these centers are in operation for only part of the day. The remainder of the schedule is devoted to small group instruction and independent study in the upper grades. The primary grades usually use learning centers for a much shorter time each day.

Every activity at each center is basically self-selecting, self-motivating, self-pacing, and self-correcting. The emphasis for learning is put on the child rather than the "all knowing" teacher.

Directions at the centers are passed to the child in the form of charts. The use of a tape recorder is beneficial to slow readers and to the child in the primary grades.

The child's responsibility is to select the center, read the chart, complete the activity, and check his own paper, making any needed corrections. The teacher's responsibility, aside from planning, is to evaluate the results of each activity.

HOW TO BEGIN LEARNING CENTERS

A good introduction to learning centers is through the use of interest centers. The children select the interest center they want to use after seatwork activities are completed. Since this system may be unfair to slow workers, the interest centers might be expanded to include reinforcement activities in curriculum areas. Until there are enough activities for each child to be occupied and still have free choice, a definite time can be allotted on the schedule allowing everyone to work at the centers.

At this point, the concept of self-selection, self-pacing, and self-correction should be explained to the class. A work folder can be given to each child in order to keep completed papers together for evaluation. Once the class becomes accustomed to working at centers, a group conference can be held for evaluation of total acceptability and progress.

The next step in developing progressive centers is to introduce a sheet of required and optional activities. The children use this sheet as a guide to the centers each week. It also gives the teacher a check for evaluation and a record of the child's required activities over a period of time.

As the class becomes accustomed to working at centers, the time allowed can gradually be increased and more activities added.

Pages 1 + 2
were condensed to pg 3 + removed because of dark photos

Sequential centers can be developed from resource materials such as Weekly Reader, Continental Press, and Scholastic Press. Teacher-made materials can come from dictionaries and encyclopedias.

Areas other than textbook materials can be utilized in learning centers. For instance, food store ads can be used to reinforce arithmetic concepts, telephone books aid in alphabetization, and catalogs can produce order forms and check writing. Greeting cards can be used to spark interest in writing rhymes and poetry, magazine ads for critical thinking, and Sunday cartoons for reading in sequence and writing conversation. To develop listening skills, directions can be put on tape for filling in a map grid, and stories can be taped for comprehension. Many activities can be put in the form of games such as Concentration for vocabulary and Scrabble for spelling words. Rather than using a spelling text each week, individuals can be encouraged to review their own papers for misspelled words, on the basis that they will learn rather than memorize words that have meaning to them.

Science experiments from simple to complex can be taught through use of charts and tapes. The practice in following precise directions alone is a skill to be developed. Map and globe skills are readily adaptable to the learning center concept as are organizing and outlining skills. The more you begin to gear your thought toward teaching through charts, the more ideas you come up with.

SUGGESTED LEARNING CENTERS

I. LANGUAGE ACTIVITY CENTER

A. Prove-it game - Have children call out foods. They say - munching mouth-tomato/no or munching mouth-meat/yes.

B. A-B-C order - Children put words that were written on board in alphabetical order.

C. Language Experience.

1. Each child dictates ingredients they think it takes to make marshmallows. Later they can read ingredients written on bag (or teacher can read for lower levels).

2. Children can write poems about marshmallows.

3. Children can write about the experience of eating a marshmallow or other food.

D. Beat-the-clock game (using teacher-made large clock) - Small group of children use the clock along with words that were written earlier on board. Child spins and makes up sentence corresponding to numbered word on board.

Student activity can vary by:

1. telling how sentence ends;

2. telling how many syllables there are in word;

3. telling how many vowels are in the word;

4. making up a sentence using the plural form of the word.

E. Fish - Students play fish card game. Words can be those mentioned already. You can also use other words beginning with M.

F. "M" or Food Booklet - Children cut out pictures from magazines. They may be allowed to draw them, too. Labeling should be encouraged.

G. What Am I? game - This may or may not be a teacher directed activity.

1. Teacher describes a food. Child guesses.

2. Teacher describes food or consonant "m" words on tape. Child responds. After a short time, correct answer is heard. If right, child might take a turn. If wrong, the children continue to listen to tape.

H. Children may add words they learned by writing them in their own word book.

I. Children may work on worksheet from lesson No. 1 (Mr. M.).

J. Grab Box - This is a large box with opening large enough to insert hand. This box may be filled with beginning M-items, food items, etc. (masking tape, money, map, mitten, milk carton). Child inserts hand and then writes down what he picked up without seeing it.

K. Spelling - Children can spell the foods Mr. M. liked or other foods by using link letters.

L. Letter Writing - Since Mr. M. liked to eat so much, children can be directed to write a letter inviting him to their lunch. Children might write letters inviting their parents to a luncheon.

M. Days of the Week - Have children make up menus for every day of the week.

N. Cloze Technique - Using this technique, have children read a story, filling in the blanks.
Example: Mary went to the grocery store to buy some _____and _____. She saw many _____ she liked. She looked at different _____ before she decided on buying _____ too. Mary had _____ dollars with her. Her bill came to _____ dollars.

O. Following Directions - Children are given opportunity to follow directions by making jello, popcorn, etc.

P. Learning Colors - Using plastic fruits that are numbered, child writes down the color or uses construction paper to match color.

Q. Show and Tell - Have children share what they ate for breakfast.

R. Communication Skills - Have children use the telephone. They pretend they are calling in a grocery order. Another child can record the order.

S. Role Playing - Children can play the role of a grocery clerk, customer, bag boy, etc.

T. Consonant Answerboard - Cut out twelve pictures of foods and paste on tag boards. Cut out 12 rings, putting a consonant or consonant blend on each one. Student puts ring with the consonant on picture that has same beginning sound.

U. Tick-tack-toe - This can be either teacher-directed, taped, or cards can be made up with answers on back. Questions asked are about foods. Example: What kind of food is a banana? What vitamin is found in carrots? Etc.

V. Developing Sight Vocabulary (for children having difficulties)
Word Shapes - Prepare a master or put list on chalkboard. One list of words, another list of shapes.

Example - milk
beets
peas
bananas

W. Word Attack Skills - Mimeographed sheet on consonants, consonant blends, etc. Words are food words.

X. Vowels

1. Mimeographed work on food words. Child is to pick out vowels.

2. Prepare box (can be used for other words) and put in numbered pictures of foods. Child shops by picking out picture and telling what vowel rule applies.

Ex. 1. Short word with vowel at the end - vowel is long (he).
Ex. 2. Short word with vowel in middle - vowel is short (got).
Ex. 3. Short vowels together - first one is long, second is silent (peach).
Ex. 4. Other vowel sounds (oo, aw, al, etc.).
Ex. 5. R-controlled vowels.

Y. Telephone Directory Skills - Have children look up names of Grocery Stores in your community.

II. MATH CENTER - (from simplest to highest)

A. Have children count how many marshmallows were eaten in class.

B. Make up problems using the marshmallows in addition, subtraction, multiplication, and division problems.

C. Play money available. Children may work out money problems.

D. In higher math, children can estimate cost of a food commodity from growing it, packaging, and processing, wholesale, retail, etc.

E. Have children use egg cartons as registers with play money. Have them learn how to make change.

F. Write the ABC's and have children number each letter. (1-26) List at least 20 food words by using numbers. The children can decode. They may also add what that word totals up to.

Example:

	Total
16 + 5 + 1 + 18 = pear	40
16 + 5 + 1 + 19 = peas	41

G. Estimating - Put beans or seeds in jars; have students count them. The one coming closest without going over wins.

H. Clock Activity - Have children record how long it takes to cook food. Example: Boil eggs, make popcorn, how long it takes bread to rise.

III. SCIENCE OR HEALTH

A. Have different foods, pictures of foods, etc., for the following purposes:

1. Distinguishing likenesses and differences.

2. States of matter (teacher or aide can oversee this activity). Hot plate is used to change solid to liquid or liquid to solid. Example: Melt square of chocolate, melt marshmallow, use milk and pudding mix to make pudding.

3. Have children write a well-balanced diet.

4. Have children examine tooth model and tell why fruits are better for our teeth than sweets.

5. Have children classify foods according to sweet, bitter, salty, or sour.

6. Seasons - Have children write or draw pictures of seasons along with foods customarily eaten at that time of year. Example: turkey - Thanksgiving; ham - Easter.

IV. ART CENTER

A. Macaroni Art - Children make pictures, pencil holders, necklaces, jewelry boxes, etc.

B. Puppets (paper bag) - May be used for a supermarket skit.

C. Student uses his name to write, cut pictures, or draw pictures that represent letters in his name. Some letters won't apply.

Example: Folded Construction Paper
cut between letters
picture glued inside

B	I	L	L
banana		lemon	lime

V. MUSIC - CORRELATE WITH ANY OF THE FOLLOWING AREAS.

A. Songs about foods. Example: Creative movement while corn is popping.

B. Softness and loudness of foods.
Children react to foods that are noisy by clapping their hands.
Example: Potato chips-clap; Eating a banana-silence.

C. Ask music teacher for songs having food words.
Example: "Don't Sit Under the Apple Tree"

VI. AUDIO-MEDIA CENTER

A. Language Master - Teacher-made language patterns with pictures of foods to correspond with sentence.

B. Books - Books at various levels dealing with foods, cooking, shopping tips, etc.

C. Films - Films relating to foods, eating habits, table manners, etc.

D. Tape Recorder - Have children record sounds made by crunching or munching foods. Example: potato chips, popcorn, etc.

E. Filmstrips.

F. Previewers.

G. Headsets.

H. Record Player.

I. Cassette Player.

EVALUATING LEARNING CENTERS

Evaluation can be conducted in several ways. One technique is to have a work folder for each activity at the center. Completed papers are put into the folders and the teacher may collect and evaluate the papers from time to time. Care must be taken not to compare one child with another while checking the papers from one center. The advantage of this technique, however, is the instant check to insure that everyone understands the concepts of the particular activity. Seeing an individual or group who has done poorly gives the teacher an opportunity to meet and go over the activity immediately, thus reinforcing correct responses.

Another technique is to have each child carry his own work folder as he moves from center to center. Using this approach, the teacher may evaluate the folder at any time or have a conference with the child. If scheduling can be worked out, conferences are very worthwhile in setting individual goals and giving each child the responsibility for keeping his own work neatly together.

A sign-up system at each center can be used where a child signs his name and marks which activity he has completed. In this way a check of who has been to each center can be kept.

We have found that the high achiever in a regular classroom situation is not always a high achiever in learning centers. Children become so accustomed to having everything planned for them and everything explained to them, that the sudden freedom of choice and shift of responsibility takes time for adjustment.

In another case, you may have a slower student, in the traditional setting, falling into the learning centers with such enthusiasm that he may surpass his previous work. The freedom of movement alone gives the students incentive to learn, ability to work in pairs or small groups; to come up with correct responses gives them added encouragement.

Laziness is easy to spot, and here conferences are used to help the child set personal goals that are within his capabilities. Not all children are going to use learning centers to their best advantage; yet not all children gain each day in a traditional classroom. Close supervision, weekly conferences, and small group or entire class discussions on how to improve the centers and some children's use of them eventually brings peer group willingness to try for the best. It takes time, but is well worthwhile.

Once the teacher is comfortable with learning centers, the real benefits begin. To see a child who has previously been lackadasical concerning school come to school on days when he is ill, points out the need for interesting classrooms. Seeing children working together in small groups cooperatively and fairly, is seeing the values we often give lip service to being utilized. Seeing the bright light of sudden understanding appear behind troubled eyes is a reward teachers can and do understand. I am not trying to say that these things never occur in a traditional classroom; only that they seem to be multiplied as a result of creative learning.

INSTRUCTIONAL RESOURCE UNITS

A TEACHER'S GUIDE

Warren H. Wheelock, Ed.D.
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The Unit is a series of planned, coordinated experiences organized around a central theme or problem. Basically, there are two unit types:

a. The Teaching Unit: The Teaching Unit is composed of purposeful, related activities organized around aspects of everyday living significant to the child. It provides for the integration of learning related to many curriculum areas.

b. The Resource Unit: The Resource Unit is a collection of suggested teaching and learning experiences and materials organized around a selected topic or area.

The basic difference between a Teaching Unit and a Resource Unit is one of anticipation or preplanning. The teacher who has been doing Unit Teaching for several years may have completed two or three Teaching Units and may realize that these continue to be relevant and is using them again - perhaps in a slightly modified form. Nevertheless, the teacher has collected materials and ideas, and has sources of information, etc., which can still be used. When this happens, you have a Resource Unit. Or, the teacher may have certain areas in the curriculum that must be covered and then may prepare Resource Units to fill these needs.

The six Resource Units in this publication are organized as follows:

Areas	Comments
I. GOALS	Participants were asked to include several non-measurable goal statements. Basically, these statements deal with overall concerns of the Unit.
II. OBJECTIVES	In some instances the objectives are stated in measurable (behavioral) terms. In other instances the objectives are specific but not easy to measure. When developing objectives, participants were urged to establish reasonable outcomes rather than be concerned with a comprehensive series of accurately measured objectives.
III. MOTIVATION	Participants were asked to include specific teacher-directed motivational activities to introduce the Unit. These activities should also be sure to create interest in the Unit.
IV. COMMITTEE AND GROUP WORK	Each Unit presents specific sub-topics which are directly related to the main Unit theme. For example, in the Unit on Japan, under the sub-topic Japanese Art, the participants listed types of art; i.e., calligraphy, Oragami, flower arranging, etc. This was done because it is believed that students need specific guidance and assistance. What art form students select, how they decide to approach the topic, etc., should be the students' concern. However, providing them with realistic alternatives should be the teacher's main concern.
V. EVALUATION	Brief Pre- Post-measures are included in each Unit.
VI. CONCLUDING ACTIVITY	These activities are designed to close the total Unit.

PART II

INSTRUCTIONAL RESOURCE UNITS

PRIMARY K-3

Animals In Our World

Primary Level

Betty Decker - Gadsden
Maria Fulton - O. L. Carlisle - Somerton
Pat Gray - Carver - Yuma
Norma Olson - Mohawk Valley - Roll
Marjorie Smith - Wellton

Animals in Our World

GOALS

1. For children to become aware of the importance of animals in their lives and for them to understand and respect the differences in animals.

OBJECTIVES

1. The student will demonstrate knowledge of the responsibility of caring for animals.

2. The student will be able to name animals and the environments they are normally associated with so they have a basis for further study of animals.

3. The student will become familiar with the yearly community activities that animals are associated with.

MOTIVATION

1. Make a bulletin board of different animals in different environments and involve the class by asking questions about it.

2. Invite a veterinarian or a representative from the humane society to come in and discuss the care and responsibility of animals.

3. Tell the children you are going to take them on a field trip to...a farm, a dairy, a pet show, a zoo, a circus, a rodeo, the humane society, etc.

COMMITTEES

1. Pets

2. Farm Animals

3. Zoo Animals

4. Circus Animals

5. Rodeo Animals

ACTIVITIES

1. Make animal puppets (patterns included) and put on puppet shows about animals.

2. Ask the children to discuss what it would be like to be a (name of animal) in the circus, zoo, etc.

3. Have the children play charades and act out the animals.

4. Have each child write a story, "I would like to be a (name of animal)" and then tell why they would like to be this animal. Here they could also draw a picture of this animal.

5. Have a pet corner set up in the room. Have a discussion of different animals you may have in the classroom. Have the children pick one and have a different child care for it each week. In this corner you could also hatch a chicken or duck egg in an incubator.

6. Show the film, "Sights and Sounds of a Pet Shop", play the record, "Animal Sounds", and read the poem, "I Speak, I Say, I talk". After the children have heard all of these sounds have them practice making sounds they hear animals make.

7. Have the children make a collage of animals. Have each child use the pictures from only one magazine so they see how many animals are involved in their lives.

8. Have each committee find out about their topic through the use of books, magazines, and filmstrips and report back to the class on it.

9. Using a ditto master have each child make a picture and write a story about some aspect of animal ownership. Make copies for each student and bind into a booklet.

10. Set up a farm, zoo, etc., with plastic or paper animals.

11. Visit a farm where they do sheep shearing.

12. Visit a feed lot, horse ranch, etc. to show children all the different places around them where animals are.

13. Make butter and taste it.

14. Make up or use a code made of brands and try writing messages in it.

15. Learn some songs about animals and with animals in them.

16. Write a letter to one of the animal protection agencies asking for information about caring for animals.

17. Show different films about animals in different settings. Have the children compare these environments and discuss the pros and cons of animals in captivity.

18. Set up a reading center with different books about animals; after the children have read a book discuss with them the different places they would find animals that are in the book.

19. Have the children draw animals and then make a "Zoo Book", "Rodeo Book", etc.

EVALUATION

1. Use the ditto of classifying different animals under their different environments. (This could also be done with pictures of animals.)

2. Show pictures of animals and discuss what different places they might be found.

3. Ask each student to name at least 3 things that are important to know about animal care (e.g., how to feed animals, what kind of environment to provide for them, where to go for more information about an animal.)

CULMINATING ACTIVITIES

1. Go to the circus, rodeo, pet show, zoo, humane society, farm, or dairy.

2. Do the math sheet of word problems relating to caring for animals.

3. Have your own pet show at school.

4. Have the children see if they can find out the names of a list of animal's babies.

Resource Sheet 1.1
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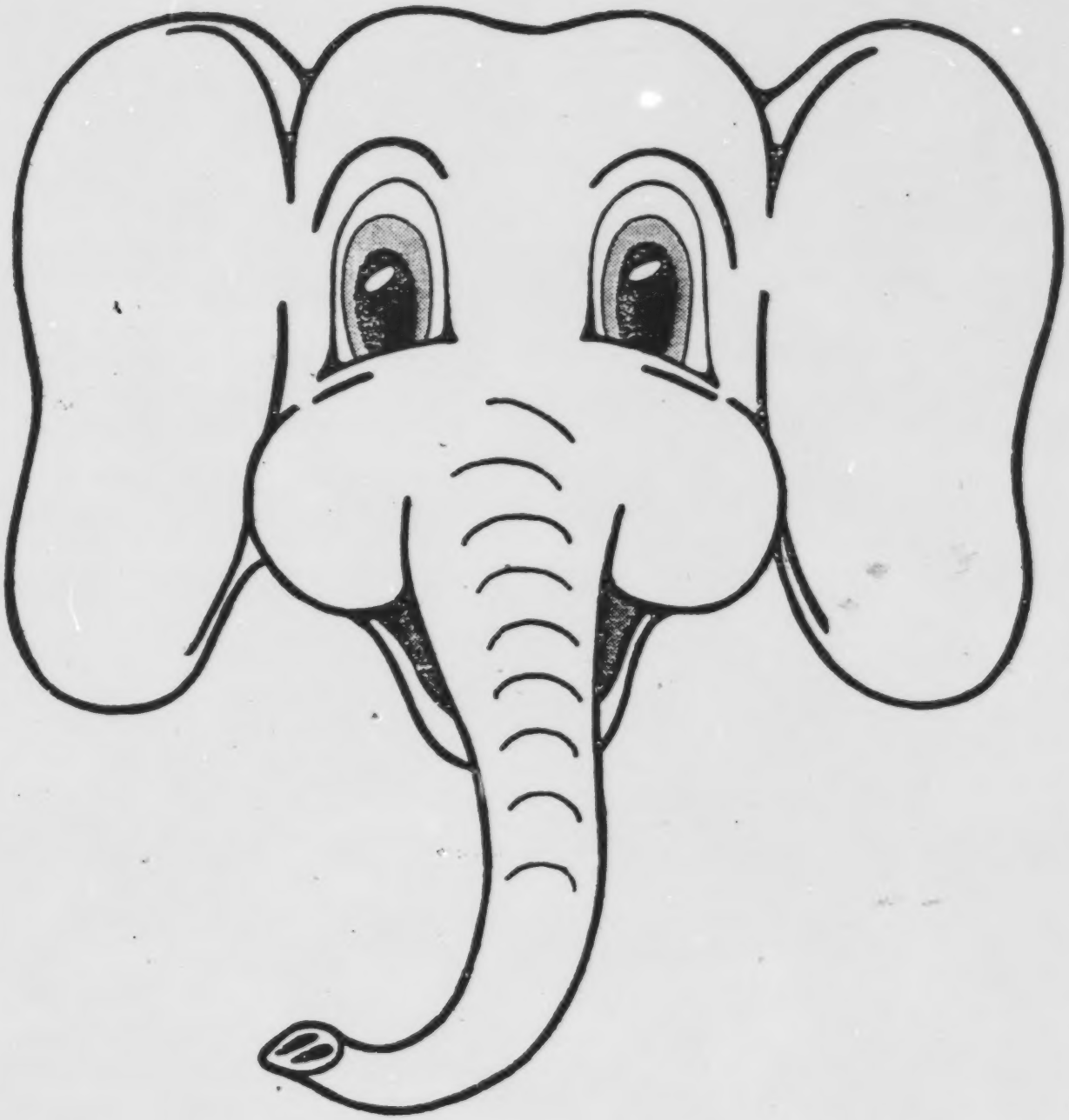
Puppet Patterns



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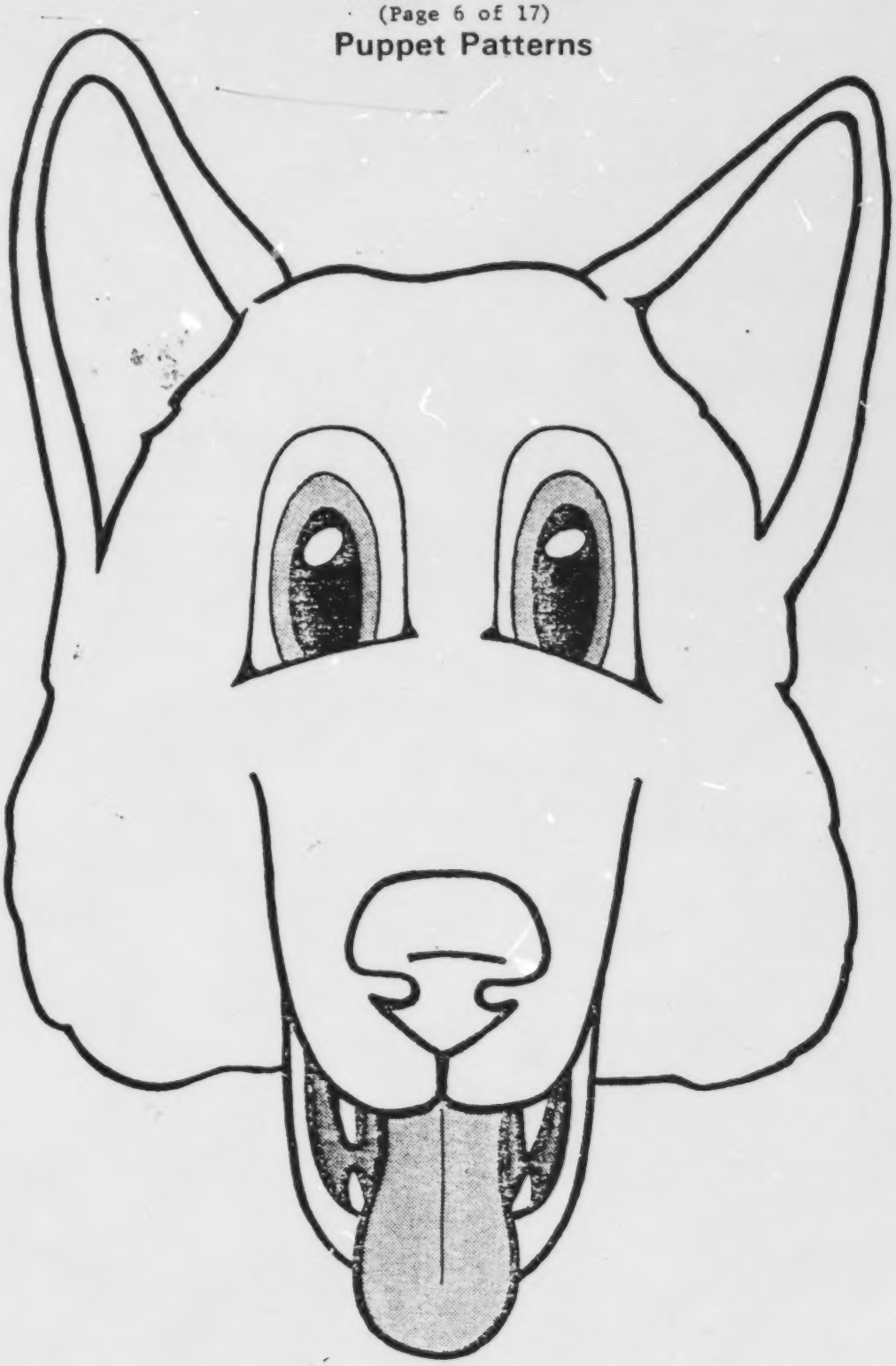

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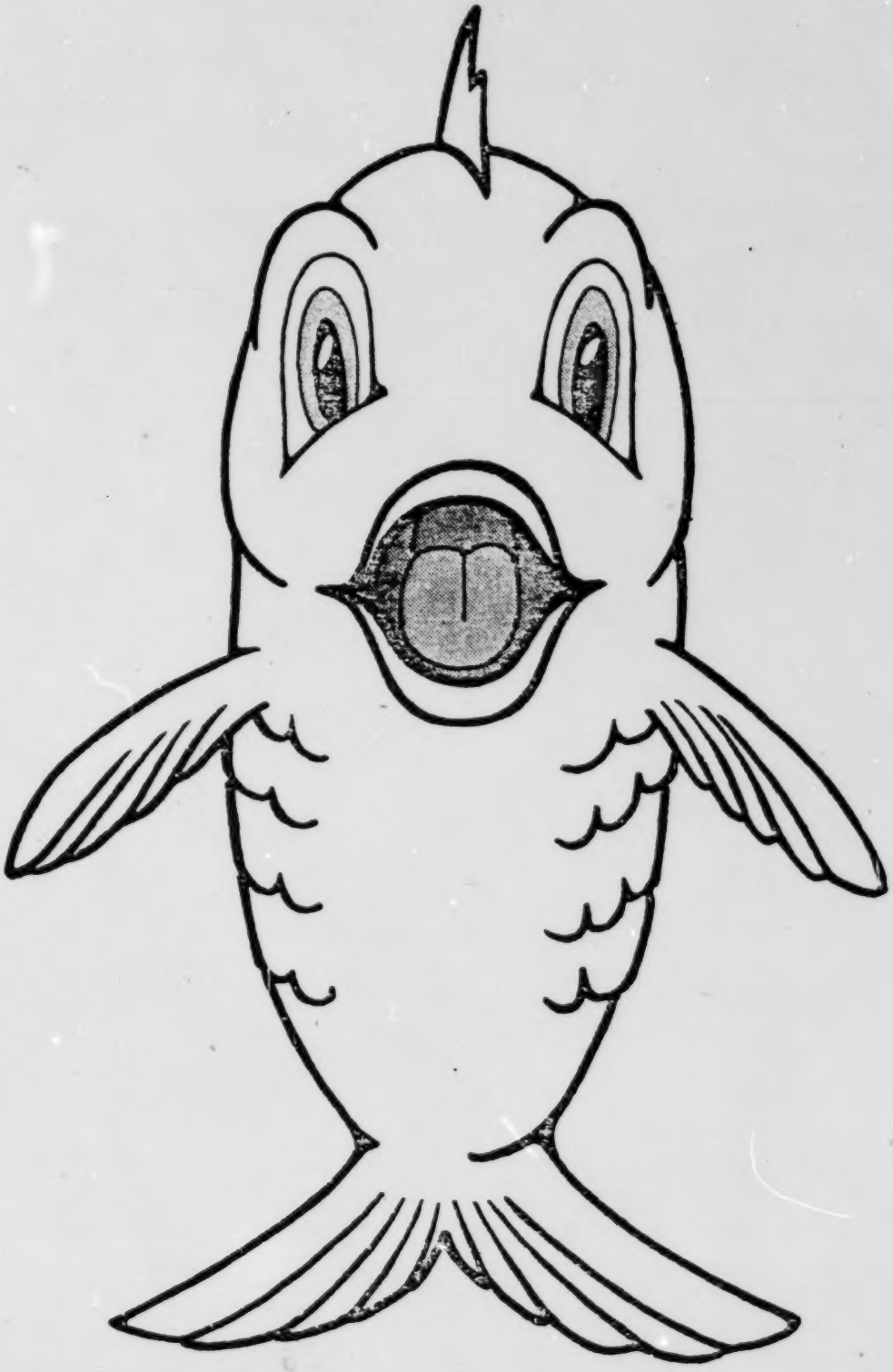

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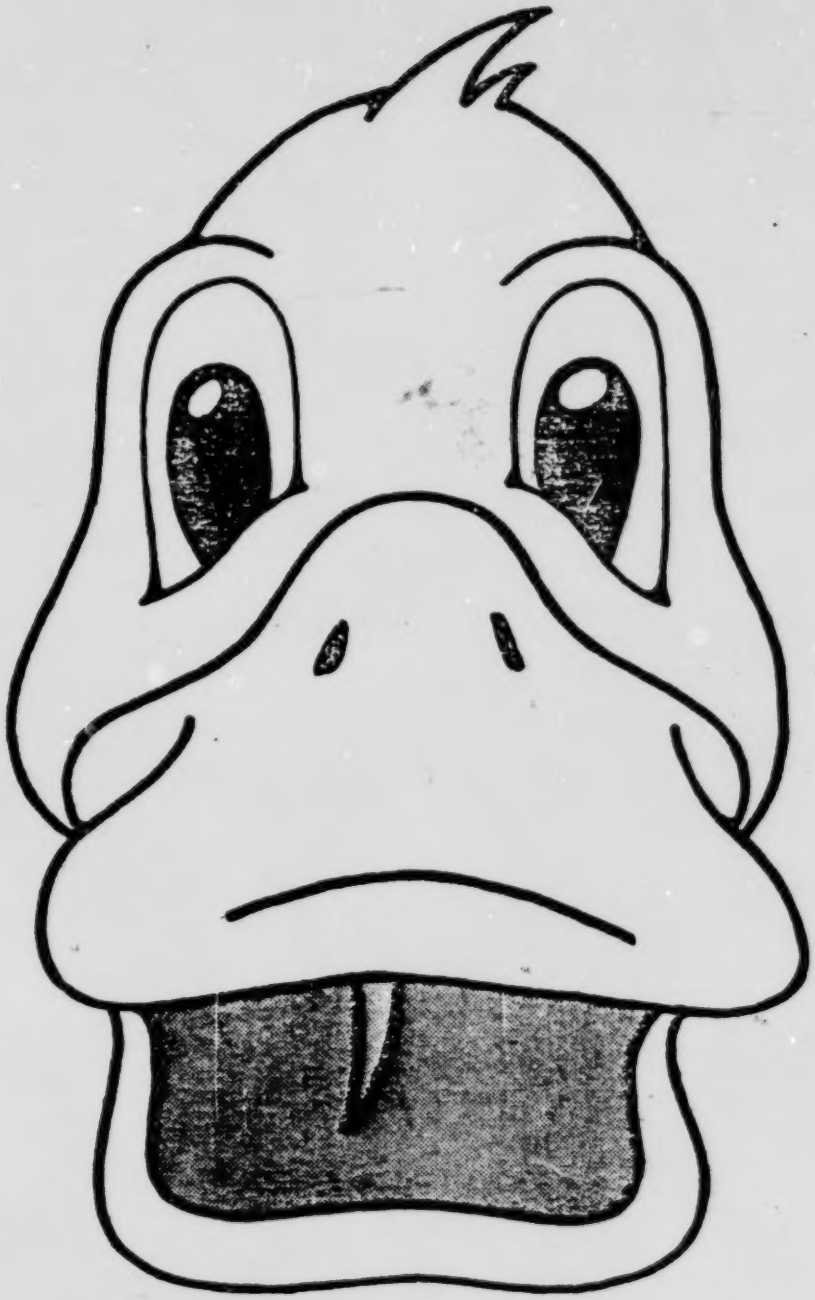

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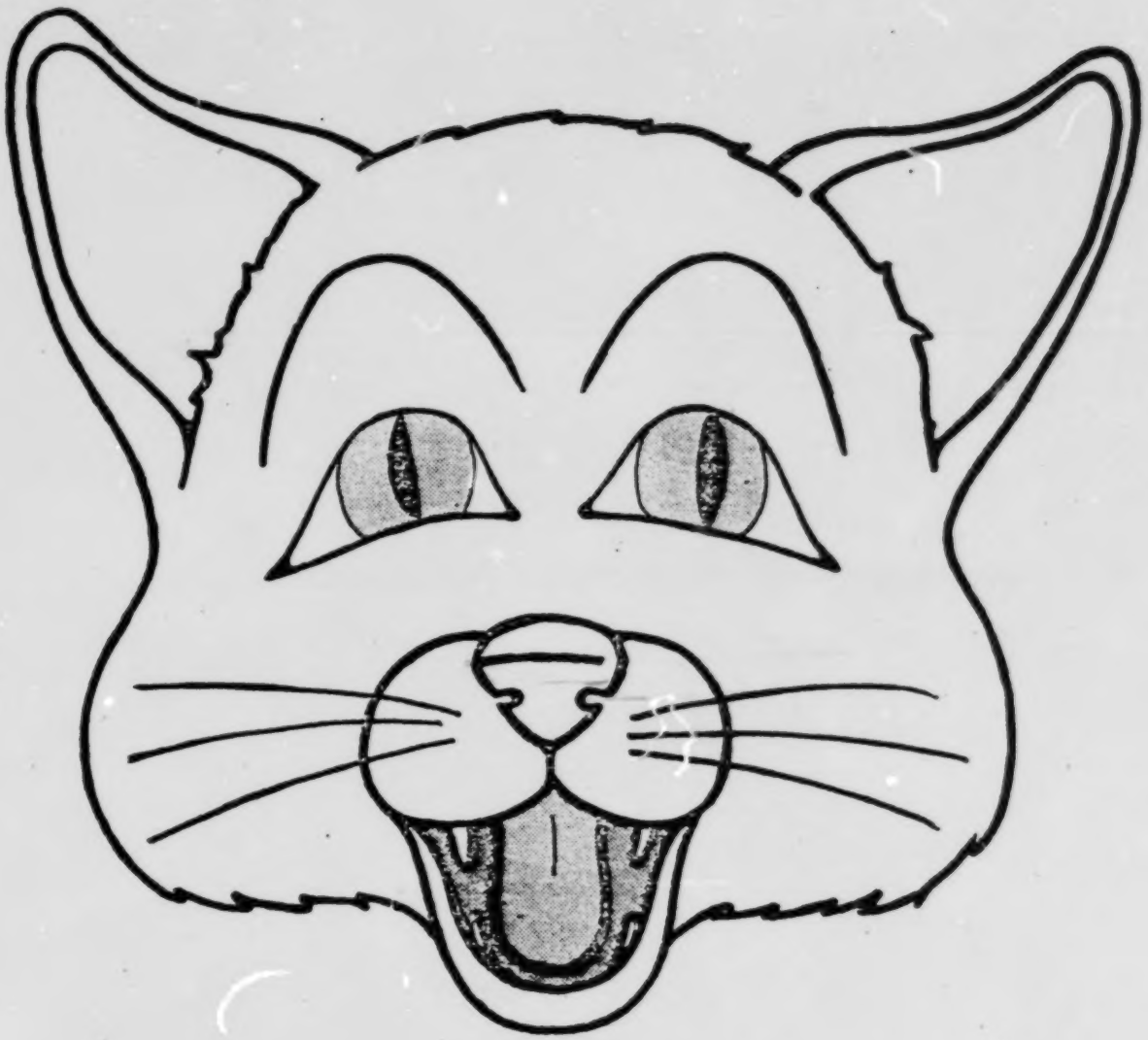

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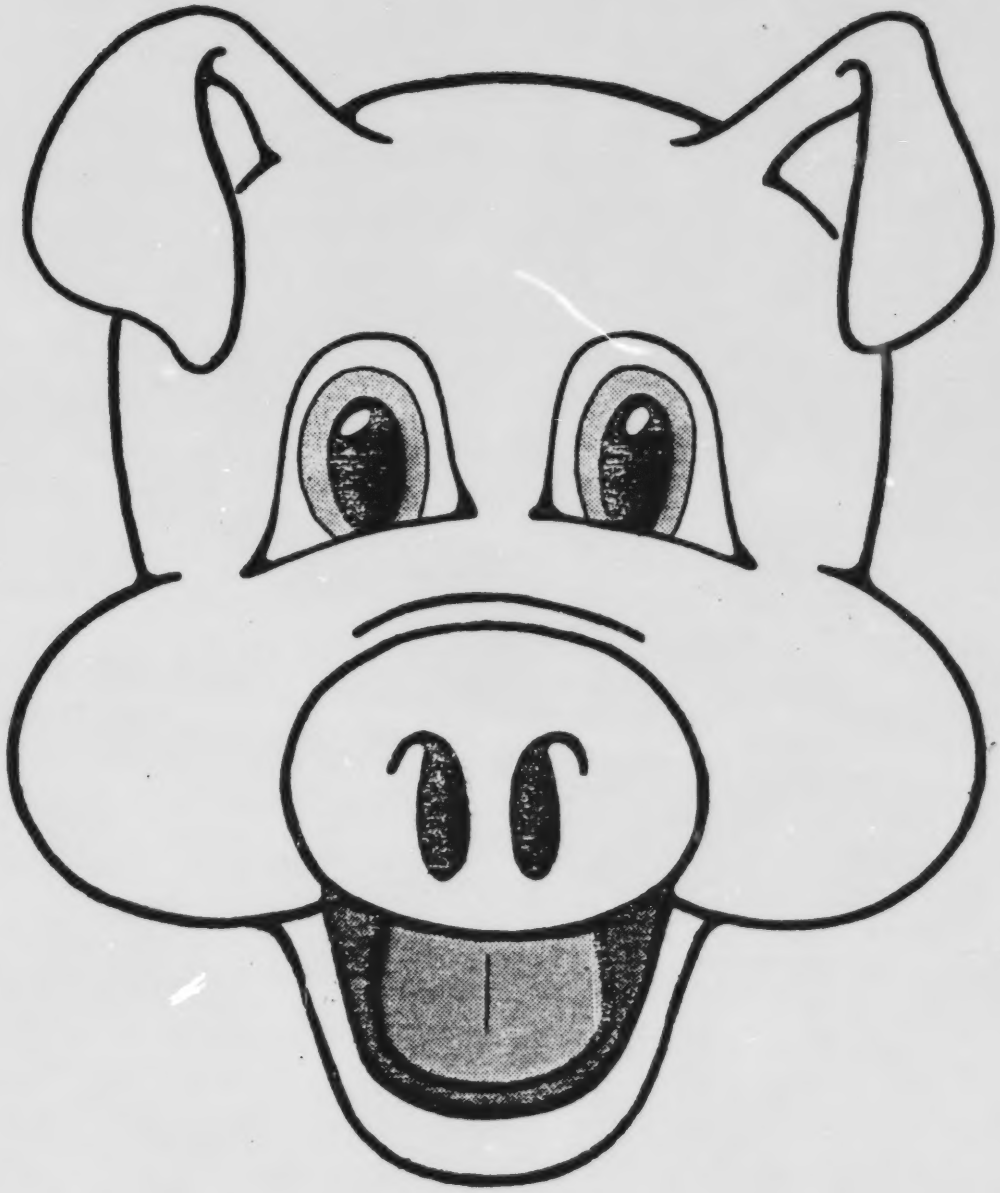

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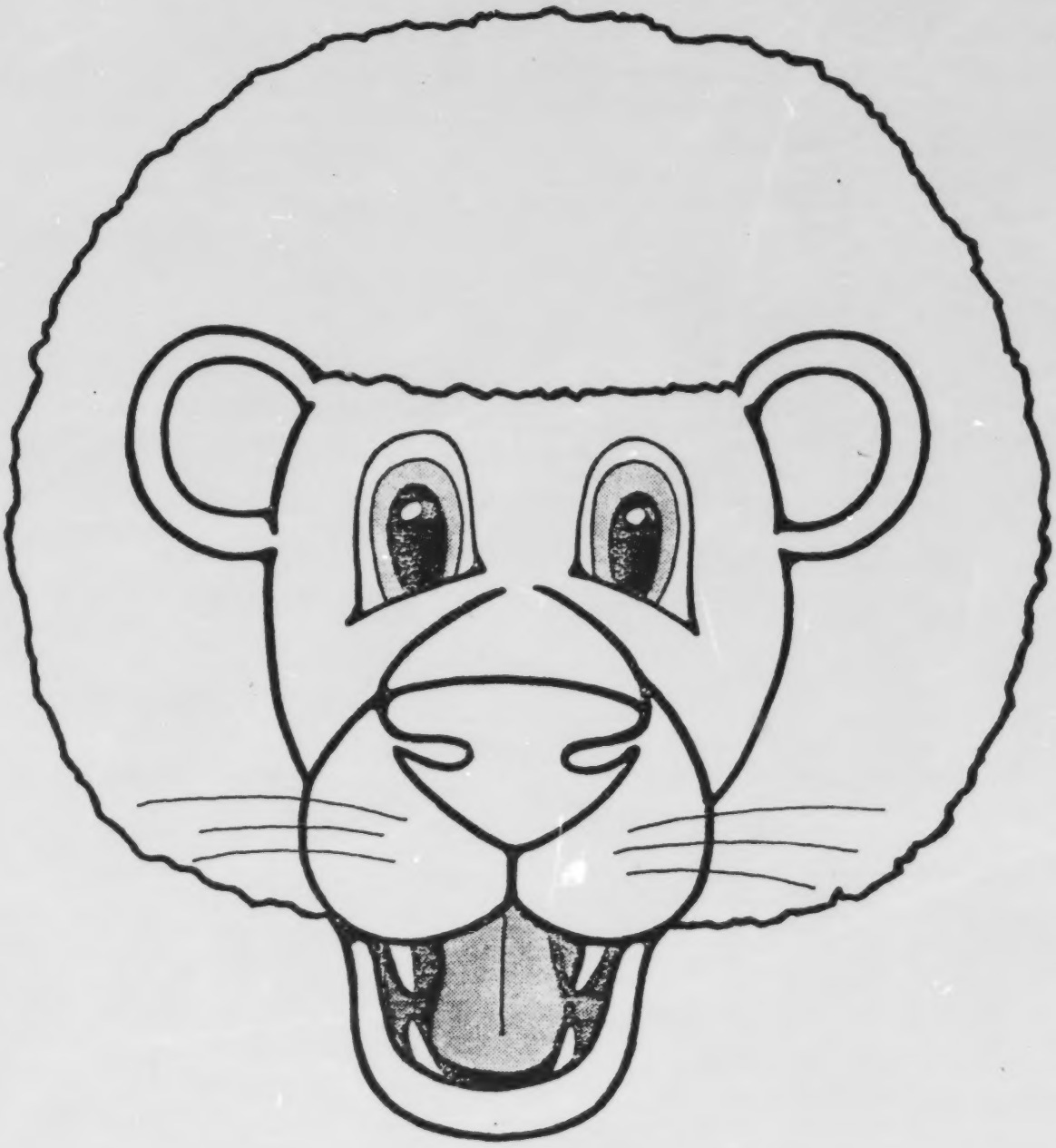

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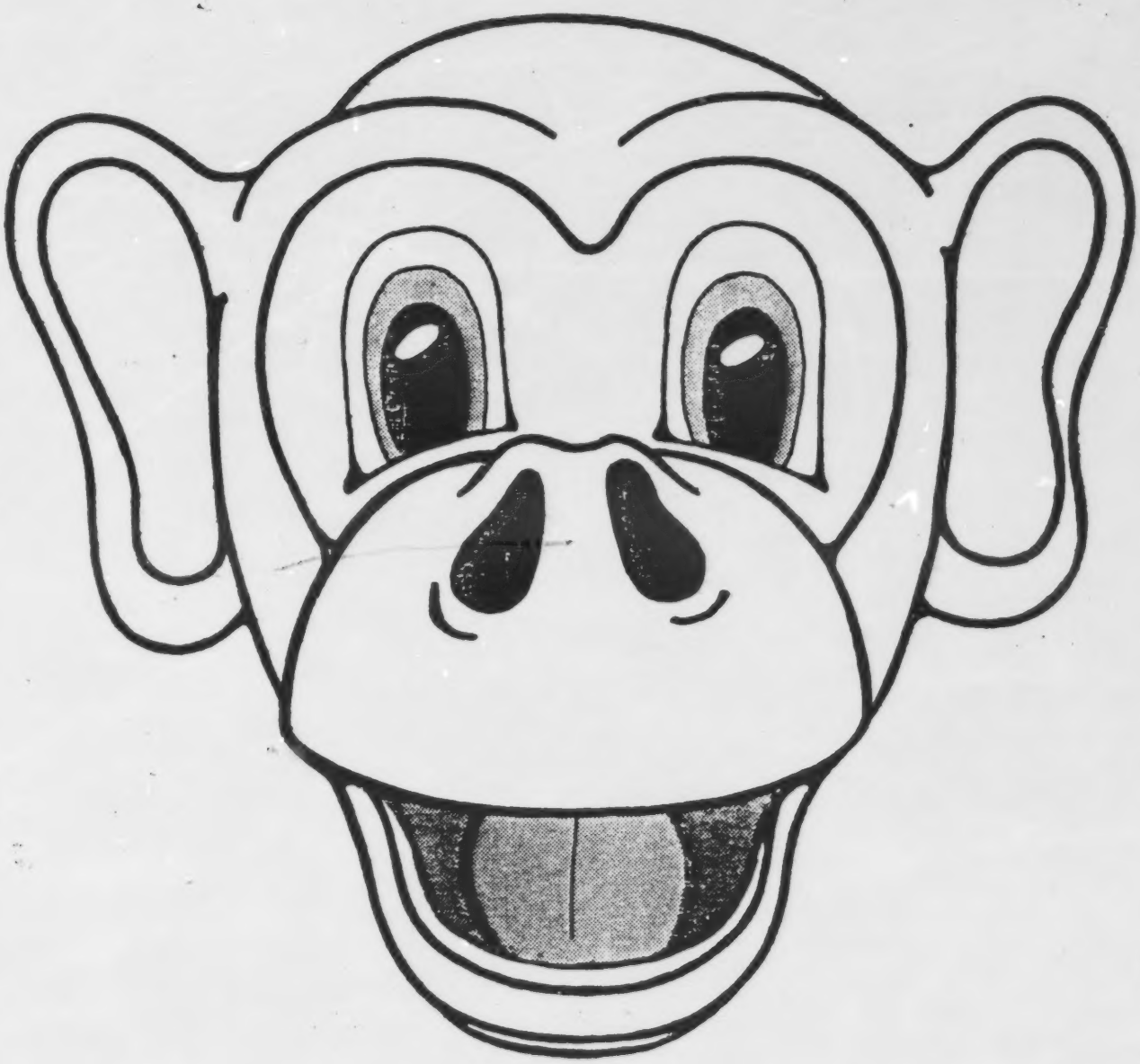
Puppet Patterns



Recipe for Butter

1 pint whipping cream (room temperature)
1 teaspoon salt
a cracker for each child

Put the cream in a clear pint jar. Let each child shake the jar for thirty seconds. If the butter hasn't separated from the buttermilk after this, then continue passing the jar around until it does. Put the butter in a strainer and hold under the faucet for a few minutes. Then press on the butter to work all of the buttermilk out. Form the butter into a soft ball. Add the salt to the butter. Serve each child a cracker with the butter on it.

A Cowboy Code

a =	m =	y =
b =	n =	z =
c =	o =	
d =	p =	
e =	q =	
f =	r =	
g =	s =	
h =	t =	
i =	u =	
j =	v =	
k =	w =	
l =	x =	

Howdy,

See what a good cowboy message you can write with this code.

Here are some words you might want to use in your message.

cowboy	corral
Indian	round-up
ambush	stallion
chow	saddle
outlaws	pony
powwow	spurs
warpath	lasso
six-shooter	rodeo
ranch	chuck wagon

Classifying Animals

Put the names of the animals under the name of the place you would find them. (You may use the names more than once.)

HOME	FARM	CIRCUS	ZOO	RODEO

Animal Names

cat
pig
horse
fish
zebra
bird
bear
lion
cow
bull
monkey
snake
camel
hampster
chicken
giraffe
dog
elephant
seal
duck
goat
tiger

Answer the following word problems about caring for animals:

ANSWERS

1. John has a small pet dog. It will need 3 cans of food a week. Each can costs 15¢. How much money will John spend on dog food each week? _____

2. Mary is buying fish for her bowl. She will buy 3 fish. One fish costs 15¢, one 20¢, one 12¢. How much money will she spend? _____

3. When Bill took his dog to the veterinarian, the charge was $6.00. Bill paid with a $10.00 bill. How much change did he get? _____

4. Jack's new puppy weighs 6 lbs. When it is full grown it will weigh 18 lbs. How many pounds will the puppy gain? _____

5. At one zoo there are 3 lions, 2 tigers, and 6 leopards. How many cats in all are there? _____

6. In the rodeo one rider rode a bull that weighed 1,240 lbs. The rider weighed 220 lbs. How much did they weigh together? _____

7. On the farm one cow gave 3 quarts of milk. Another cow gave 2 quarts of milk. How much milk did these 2 cows give? _____

8. The elephants in the circus need 6 bales of hay each day. How much hay would they need in one week? _____

9. At the zoo the zookeeper adds 40 gals. of water to the seal's pool each week. In 4 weeks how much water does he add? _____

10. In one zoo there are 45 kinds of birds. If there are 3 of each kind of bird, how many birds are there at the zoo? _____

ANIMALS AND THEIR YOUNG

bear - cub

beaver - kit

bird - nestling

cat - kitten

chicken - chick

deer - fawn

dog - pup

donkey - colt

duck - duckling

elephant - calf

fox - cub

giraffe - calf

goat - kid

goose - gosling

hog - piglet

horse - foal

kangaroo - joey

lion - cub

owl - owlet

rabbit - kitten

seal - calf

sheep - lamb

whale - calf

zebra - colt

RESOURCES

BOOKS

From the Somerton School Media Center

Animal Families, Weil, Ann
Animal Family Album, Palazzo, Tony E.
Animal Habits, Finlayson, Ann
The Animal Parade, Kruss, James
Here Comes the Circus, Moses, Horace
Circus, Phelan, Mary Kay
The Circus Baby, Petersham, Maud
The Circus Comes to Town, Hutchinson, Veronica
Circus, Dolch, Edward W.
Mr. Papadilly and Willy, Slobodkin, Florence
The Circus Mouse, Demmer, Elly
A Zoo For You, Lubell, Winifred and Cecil
Zoo Doctor, Bridges, William
Your World - Let's Go to the Zoo, Pope, Billy N. and Emmons, Ramona Ware
Farm Boy, Stong, Phil
Farm For Rent, Hogner, Nile
Farm Life, Ferguson, William
Farm Life, Herron, Edwin
The Farmer and The Witch, Delage, Ida
Farmer Brown Buys a Pig, Camliffe, John
Farmer Boy, Ingalls, Laura
The Real Book About Pets, Bates, Barbara
At the Pet Hospital, Kefflefinger, Jane
A Zoo For You; Some Indoor Pets and How to Keep Them, Lubell, Winifred
The Pet Show, Beebe, Catherine
Rodeos, Feague, Mildred
Rodeo Days, Clemous, Elizabeth
Rodeo, Schnell, Fred
Cowboy, Hyde, Wayne
Rodeo, Raunds, Glen
Horseback Riding, Devereux, Frederick L.
Cowboys, Halling, Halling C.
Cowboys and Cattle Country, Ward, Don
Big City Rodeo Rider, Scott, Roszel
Cowboys, Fletcher, Sydney C.
Cowboys and Songs They Sing, Sockett, S. and Scott, William R.

FILMS

From the Somerton School Media Center

Animals Are Different and Alike, 16 mm film
How Animals Help Us - Observing Things About Us, 16 mm film
An Alphabet of Animals, 16 mm film
Elephant, 16 mm film

Lion, 16 mm film
Animal Babies Grow Up, 16 mm film
Fawn Baby, 16 mm film
Morning Zoo, 16 mm film
Zoo Animals in Rhyme, 16 mm film
Zoo Animals of Our Storybook, 16 mm film
Zoo Baby Animals, 16 mm film
Cheetah, No. 637
Giraffe, No. 638
Lion, No. 639
Zebra, No. 640
Elephant, No. 641
Get Ready For The Zoo, No. 585
We See The Baby Zoo, No. 586
A Visit to the Zoo, No. 587
All About Animals, No. 588
The Big Red Barn, No. 541
Horses
Did You Ever Milk A Cow, No. 589
A Visit to the Dairy Farm, No. 591
We Remember The Farm, No. 591
Get Ready For The Ranch
Eggs to Market
Meat From Range to Market
The Dairy Farm
Farm Animals in Rhyme
Wool From Sheep to Clothing
Milk

Films From Career Education Center - ASU

Farmer Don and the City
Down on the Farm
Sights and Sounds of the Pet Shop
People Who Work With Animals

Films from Educators Guide to Free Films

Quarter Horses - Barrel Racing
Quarter Horses - Roping
Ride, Cowboy, Ride

FILMSTRIPS

Filmstrips from Somerton School Media Center

Pet Story Filmstrip Series No. 8240
- Paul's Puppy
- Kathy's Kitten
- Roger's Rabbit
- Peggy's Parakeet
- Terry's Turtle
- Gordon's Goldfish

Farm Life
Life on the Farm
Milking 630.1
Gathering Eggs 603.1
Feeding the Animals 630.1
Haying 630.1
Picking Fruit 630.1
Picking Vegetables 630.1
Farmers' Animal Friends:
- Cows on the Farm
- Horses on the Farm
- Pigs on the Farm
- Sheep on the Farm
- Chickens on the Farm
- Cats on the Farm

Filmstrips From Career Education Center - ASU

Animals and Their Environments
Animals 11110
A Visit to the Farm 500.9

RECORDS

Animal Songs (29004) Encyclopedia Britannica
Animal Sounds, Folhway

Miscellaneous Resource Materials

Yuma County Humane Society
285 N. Figueroa Ave.
Yuma, AZ 85364

Poem "I Speak, I Say, I Talk" from Childcraft Pamphlet
World Book - Childcraft International, Inc.
Merchandise Mart Plaza, Chicago, IL 60654

National Wildlife Federation
1421 16th St., N.W.
Washington, DC 20036

Fund for Animals
140 West 57th St.
New York, NY 10019

American Humane Association
5351 Roslyn
Denver, CO 80201

Animal Protection Institute of America
P.O. Box 22505
Sacramento, CA 95822

American SPCA
441 East 92nd St.
New York, NY 10028

KIND
National Humane Education Center
2100 L St., N.W.
Washington, DC 20037

DINOSAURS

Primary Level

Leona S. Tatlow - Wellton
Peggy F. Bell - Surprise
Earl Bell - Surprise
Yolanda Oglesby - Surprise

DINOSAURS

I. GOALS

1. For children to understand about the existence of a prehistoric era and time line.

2. For children to understand the difference between carniverous and omniverous dinosaurs.

3. For children to understand the role dinosaurs played in existing animals.

II. OBJECTIVES

1. Identify 5 different kinds of dinosaurs by name.

2. Tell whether omniverous or carniverous.

3. Develop awareness of importance of dinosaur era to life today.

4. Will be able to successfully complete a project individually or in a small group.

III. MOTIVATION

1. Bulletin Board: Arrange scenes on the bulletin boards showing prehistoric creatures. Let the children cut the animals and plants from construction paper, inner tubes, or other media.

2. Show film - Choose from list in resource area.

3. Read story: The Dinosaur Who Didn't, by Hansi Chambers.

4. Teach song: The Dinosaur Who Didn't, by Burchard Music Series.

IV. GENERAL INFORMATION OF DINOSAUR

Major differences between plant eaters and flesh eaters.

Plant eaters:
1. armor
2. eat plants
3. small mouths
4. small teeth
5. some have horns

Flesh eaters:
1. skin
2. eat flesh
3. large heads
4. large teeth
5. no horns

V. POSSIBLE ACTIVITIES

Make a paper mache dinosaur over chicken wire.

Make a dinosaur mural about the beginning to the end of the dinosaurs.

Draw pictures of 4 dinosaurs and put both names on them.

Mold the dinosaurs with clay.

Peep Show: Line the top and sides of a shoe box with light blue paper to represent the sky. Arrange trees in the background and place in the foreground small animals made from clay, aluminum foil, or brought from home. Cut a small opening in the front of the box and cover this with cellophane. View the picture through this opening.

Discuss with class which dinosaur is best and why.

Discuss with classmate which dinosaur would he rather be, a meat eater or plant eater.

Given ditto with dinosaurs on it, pupil can color with chalk or crayons the plant eaters (green) and the meat eaters (red).

Discuss with classmate the protection of the plant eaters.

Given ditto of animals, the pupil can circle the ones that lived long ago.

Construct a toothpick dinosaur.

Construct by pasting the dinosaur from a cutout onto a shape of the dinosaur.

Show real fossils (can be gotten cheaply from the following places):

Minerals Unlimited
1721 5th St.
Dept. G.M.
Berkley, CA 94710

Fossils Unlimited
9925 Bankhead Highway
Ft. Worth, TX 76116

Fossils & Rocks
3002 Poly Drive
Billings, MT 59102

Chart the 3 geological time periods - oldest, red; newest, blue; middle, yellow.

Obtain Dinosaur Hunting License

Chamber of Commerce
Vernal, Utah

Class Museum: Collect relics, rocks, and shells with evidence of plant or animal life. Display these with the dinosaurs the children bring.

Poems: Using the following poems as examples, have children write their own poems and illustrate.

Poem: SABERTOOTH

How I wish that I had been
A little cave boy living when
Old Sabertooth was snooping round,
Frightening everything he found.

With my rough stone spear I know,
I could have dealt a mighty blow;
I would have brought him to the ground,
And when he fell -- oh, what a sound!

Poem: MAMMOTH

What a frightful thing to see,
A mammoth taller than a tree.
With his tusks so sharp and long,
He treated everybody wrong.
Now he has become extinct.
(That's a big word, don't you think?)
But he is gone. There is no worry
About climbing trees in such a hurry.

VI. CULMINATING ACTIVITIES AND EVALUATION

Bone Chant: Collect small bones or large bones. The small ones may be placed in a container to shake. The larger ones may be tied together to shake. The class will start the chant "Long, Long Ago", "Did You Know", "Long, Long Ago", "Did You Know", to the rattle of the bones. The teacher can add a fact after the second "Did You Know" about a dinosaur. The teacher will then point to a child to keep the chant going by giving a fact.

Fill each blank with the number of one or several of the dinosaurs:

1) Dinosaur number _____ was probably the fiercest of all the dinosaurs.

2) Dinosaur number _____ ate grass and the leaves of trees by no meat.

3) Dinosaur number _____ liked to wade in swamps and eat plants that grew there.

4) Dinosaur number _____ had horns on its face, and its head was covered with bones.

5) Dinosaur number _____ was the largest kind of dinosaur that ever lived.

6) Dinosaur number _____ had strong skin between its body and its arms, and it could fly.

7) Dinosaur number _____ fought other dinosaurs and ate them.

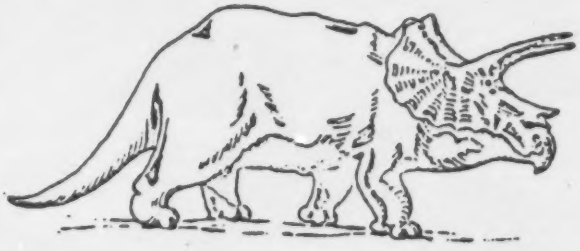
8) Dinosaur number _____ had horns on its tail and fought by swinging its tail at animals.

9) Dinosaur number _____ had many sharp teeth and used them to kill other dinosaurs.

10) Dinosaur number _____ moved very slowly.

1. _____

2. _____



3. _____

4. _____

5. _____

1. Rhamphorhynchus
(MEAT EATER)

2. Tyrannosaur
(meat eater)

3. Triceratops
(plant eater)

4. Stegosaurus
(plant eater)

5. Brontosaur
(plant eater)

Story

THE DINOSAUR WHO DIDN'T by Hansi Chambers

One day, thousands and thousands of years ago, when there were no people on earth, just very odd-looking plants and trees, and great big animals and birds and fishes, a little Dinosaur (he was only eight feet tall) came out of a huge forest singing:

(Sing "The Dinosaur Who Didn't".)

A Mother Brontosaurus, who was eating the top of a tree, stopped him and said with a frown, "Did you do something naughty, like pushing my Junior into a prickly bush?" "Oh, no," said the little Dinosaur. "I didn't do anything." "Well, then, what didn't you do?" said the Mother Brontosaurus. "I don't know what I didn't do, because I didn't do it," said the little Dinosaur, and he went skipping along, singing:

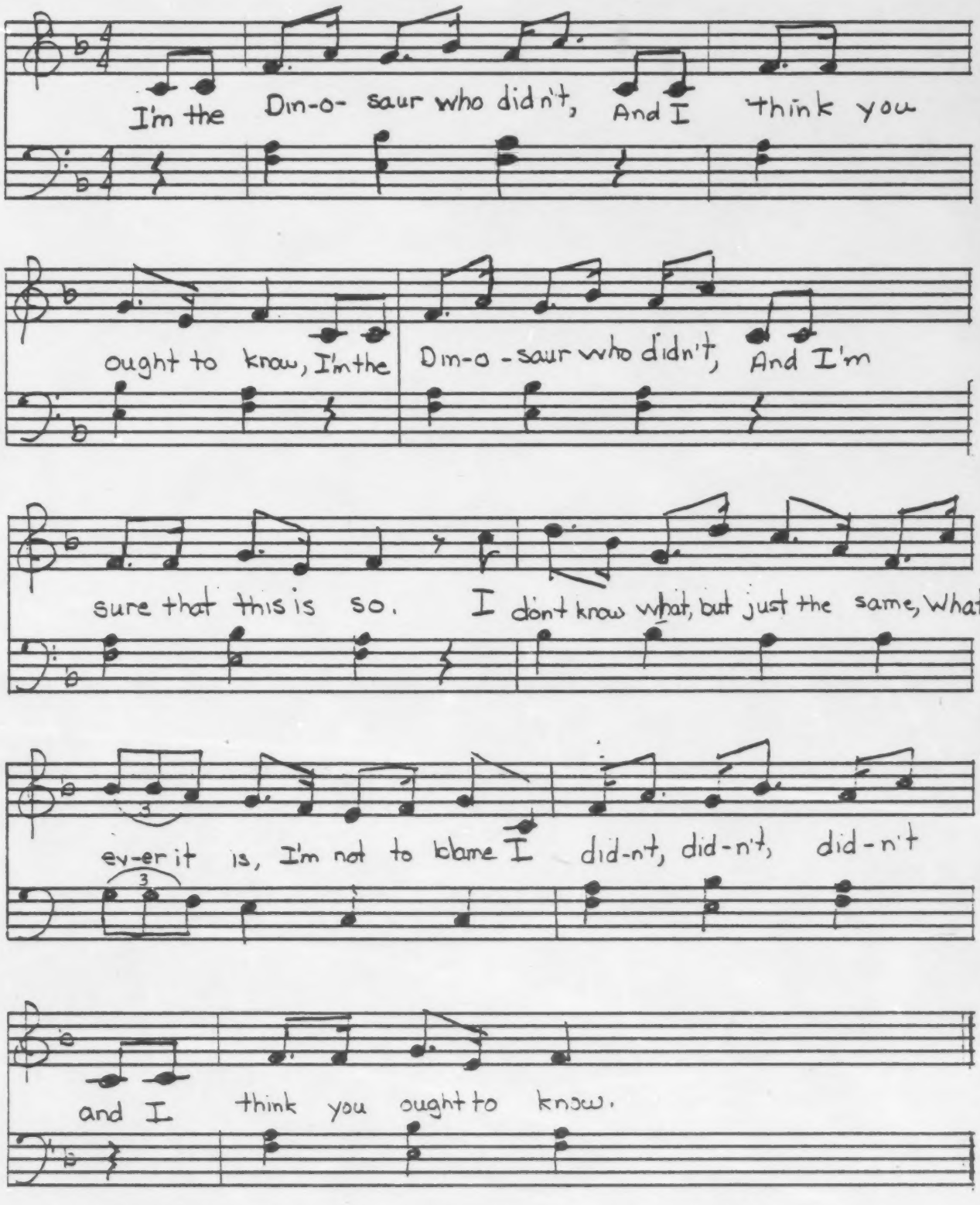
(Repeat the song.)

An old lady Triceratops, who was chewing on a plant, stopped him and said with a frown, "Did you do something naughty, like pouring lava into the melon pies I made for dinner?" "Oh, no," said the little Dinosaur. "I didn't do anything." "Well, then, what didn't you do?" said the old lady Triceratops. "I don't know what I didn't do, because I didn't do it," said the little Dinosaur, and he went skipping along.

A big Stegosaurus, who was quietly standing by a lake, turned his head and said, "Did you do something naughty, like tying stones to the flying fish?" "Oh, no," said the little Dinosaur. "I didn't do anything." "Well, then, what didn't you do?" said the big Stegosaurus.

"I don't know what I didn't do, because I didn't do it," said the little Dinosaur, and he went skipping away. And he thought to himself, "My, but there are a lot of things for a naughty Dinosaur to do, but I am a good Dinosaur, because": (Repeat the song.)

The Dinosaur Who Didn't


I'm the Din-o- saur who didn't, And I think you
ought to know, I'm the Din-o-saur who didn't, And I'm
sure that this is so. I don't know what, but just the same, What-
ev-er it is, I'm not to blame I did-n't, did-n't, did-n't
and I think you ought to know.

Song and story from the BIRCHARD MUSIC SERIES Root 2

Copyright 1967

Seek and Find

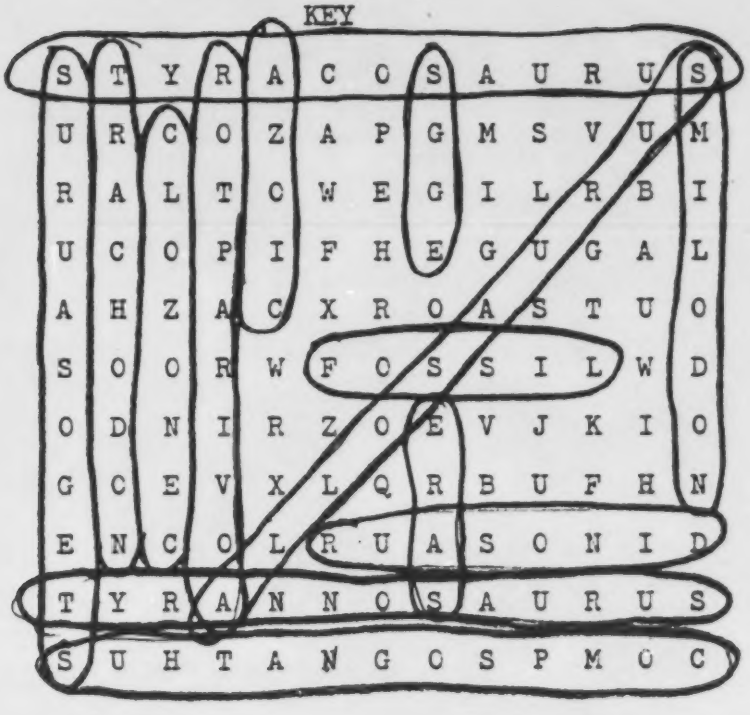
S	t	y	r	a	c	o	s	a	u	r	u	s
u	r	c	o	z	a	p	g	m	s	v	u	m
r	a	i	t	o	w	e	g	i	L	r	b	i
u	c	o	p	i	f	h	e	g	u	g	a	L
a	h	z	a	c	x	r	o	a	s	t	u	o
s	o	o	r	w	f	o	s	s	i	L	w	d
o	d	n	i	r	z	o	e	v	j	k	i	o
g	o	e	v	x	L	q	r	b	u	f	h	n
e	n	c	o	L	r	u	a	s	o	n	i	d
t	y	r	a	n	n	o	s	a	u	r	u	s
S	u	h	t	a	n	g	o	s	p	m	o	c

Word List

1. Azoic
2. fossil
3. eras
4. cenozoic
5. smilodon
6. Styracosaurus
7. trachodon
8. tyrannosaurus
9. dinosaur
10. eggs
11. oviraptor
12. allosaurus
13. stegosaurus
14. Compsognathus

Seek and Find
Word Search

KEY


S T Y R A C O S A U R U S
U R C O Z A P G M S V U M
R A L T O W E G I L R B I
U C O P I F H E G U G A L
A H Z A C X R O A S T U O
S O O R W F O S S I L W D
O D N I R Z O E V J K I O
G C E V X L Q R B U F H N
E N C O L R U A S O N I D
T Y R A N N O S A U R U S
S U H T A N G O S P M O C

Crossword Puzzle

Word Clues

8 letters

Reptiles

9 letters

Dinosaurs
Trachodon

10 letters

footprints
Diplodocus

11 letters

plant eaters
flesh eaters
Stegosaurus
Triceratops

12 letters

Age of reptile
Brontosaurus

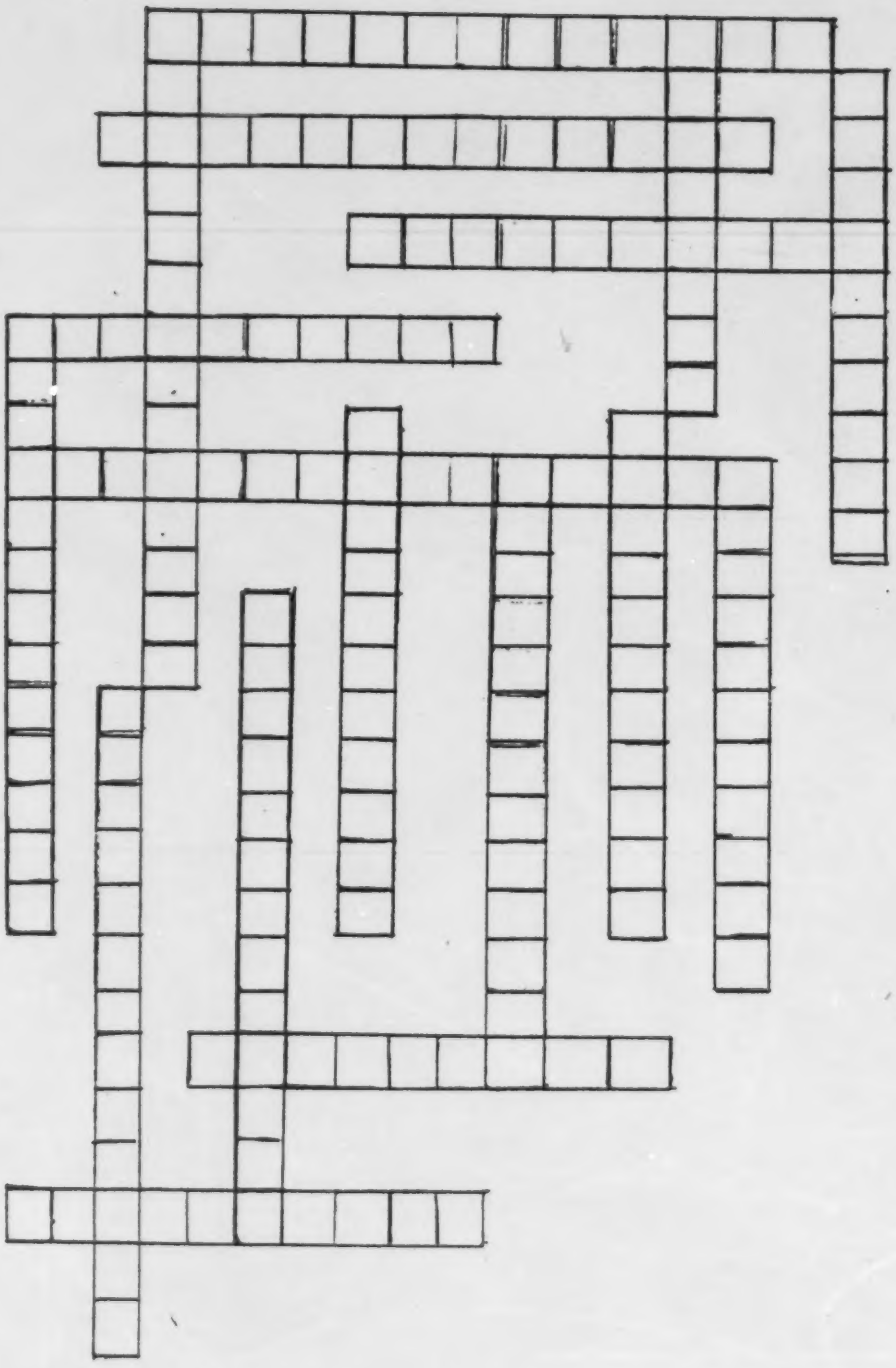
13 letters

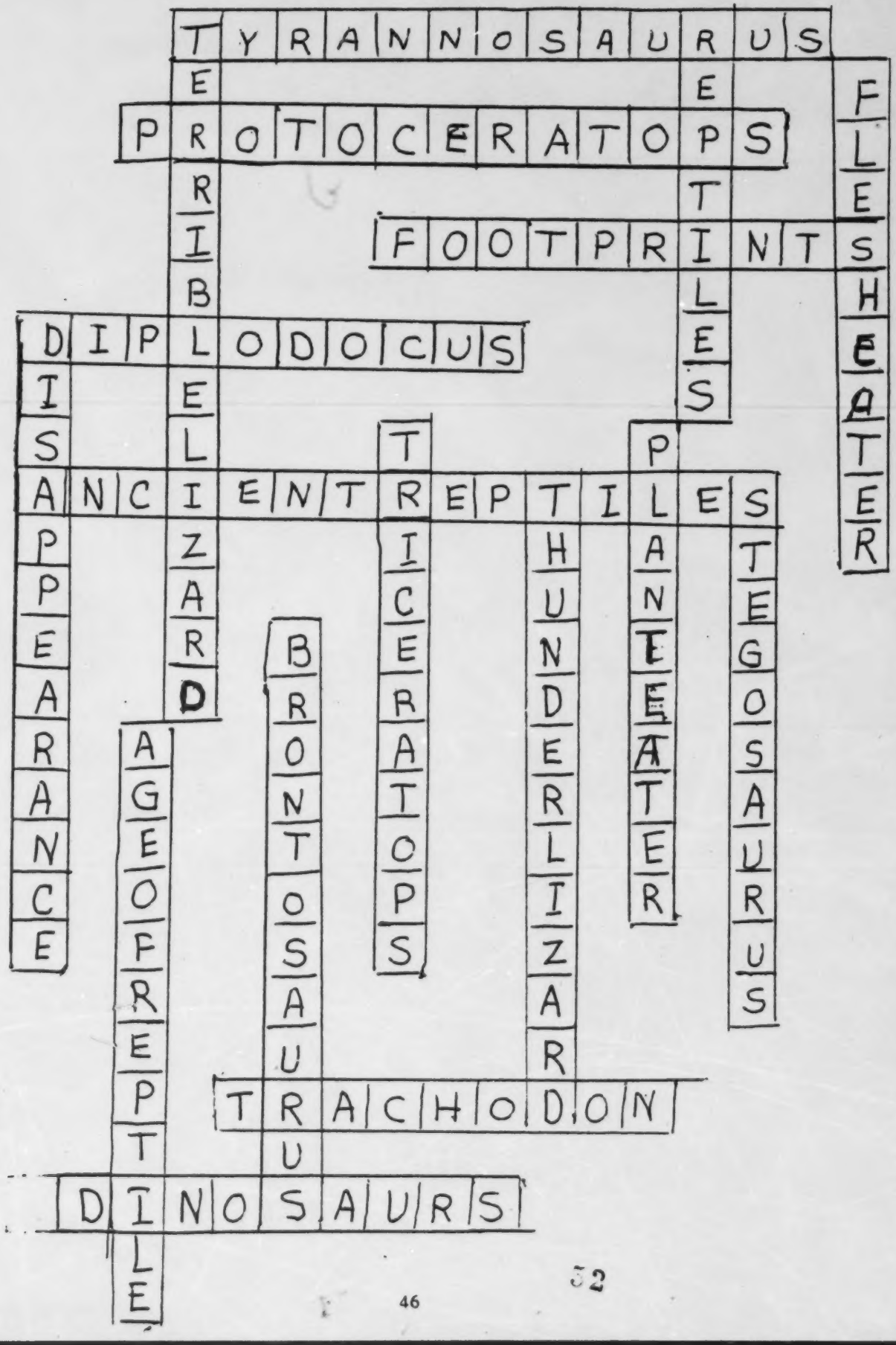
Thunder lizard
Tyrannosaurus
Protoceratops
disappearance

14 letters

terrible lizard
ancient reptile

Answer Sheet




TYRANNOSAURUS
PROTOCERATOPS
FOOTPRINT
DIPLODOCUS
ANCIENT REPTILES
APPEARANCE
ZARD
AGEOFREPTILE
BRONTOSAURUS
TRICERATOPS
THUNDERLIZARD
PLANTEATER
STEGOSAURUS
TRACHODON
DINOSAURS
FLESHEATER

52

Films (Available at the IRL Center at ASU)

The Dinosaurs Age	F2526	6-8
Fossils Are Interesting	F911	4-6
Message From A Dinosaur	F3150	4-6

Study Prints

Animals of the Primeval World - Walt Disney Educational Media
500 S. Buena Vista Street, Burbank, California 91521

Dinosaurs and Shapes (work and color posters) T 405 Teaching Tools Co., Phoenix, Arizona 85061

Duplicating Books

Dinosaur Dot to Dot Numberals #507 Teaching Tools, Phoenix, Arizona 85061
Dinosaur Writing Practice-Manuscript #503 Teaching Tools, Phx., AZ 85061
Dinosaur Writing Practice-Cursive #517 Teaching Tools, Phoenix, AZ 85061

Slides (Available at the IRL Center at ASU)

La Brea Tar Pits (12 slides) S 280	4-8
Prehistoric Fossils (42 slides) A 28	4-8

Records

Our Dinosaur Friends #1777 Teaching Tools Co., Phoenix, Arizona 85061

Filmstrips (Available at the IRL Center at ASU)

Discovering Fossils J 27	Encyclopedia Britannica
How We Know About Life Long Ago J 30	Row, Peterson
Hunting Fossils J 37	Row, Peterson
Stories That Fossils Tell J 25	Encyclopedia Britannica
The Rise of Dinosaurs J 24	Encyclopedia Britannica
Triumph of the Dinosaurs J 28	Encyclopedia Britannica

Puzzle

Dinosaurs and Shapes (Identify five geometric shapes in intriguing Dinosaurs T-405, Teaching Tools Co., Phoenix, Arizona 85061)

Flash Cards

Dinosaurs and Prehistoric Animals #262-218 Teaching Tools Co., Phx, AZ 85061

Books

Andrews, Roy Chapman	All About Dinosaurs Random House NYC 1953
Andrews, Roy Chapman	In the Days of Dinosaurs Scholastic Book Service NYC 1959
Armour, Richard	A Dozen Dinosaurs McGraw-Hill 1967
Biram, Brenda	Dinosaurs Golden Press NYC 1963
Block, Marie Holun	Dinosaurs Coward-McCann, Inc. NYC 1955
Blough, Glenn O.	Discovering Dinosaurs Whittlesey House NYC 1960
Brandwein, Cooper Blachwood, Hone	Concepts in Science Harcourt, Brace & World, Inc. 1966
Bram, Elizabeth	A Dinosaur is Too Big (easy) Greenwillow (1977) fiction
Brown, Barbara M. & Dr. Stanley B.	The Story of Dinosaurs Harvey House NYC 1958
Butterworth, Oliver	The Enormous Egg (easy) Little 1956
Clark, Mary Lou	The True Book of Dinosaurs Children's Press Chicago
Colbert, Edwin H.	Digging for Dinosaurs American Museum of National History C 1960
Cole, Joanna	Dinosaur Story (easy) Morrow 1974
Craig, Jean M.	Dinosaurs and More Dinosaurs Scholastic Book Service NYC 1965
Crowell, Aleka	My Visit to the Dinosaurs 33 p. illus. (part col.) Let's-Read-and Find-Out science book
Darling, Louis & Lois	Before and After the Dinosaurs William Morrow & Co. C 1959
David, Reda	Martin's Dinosaurs Crowell Company NYC 1959

French, Laura — Dinosaurs
Golden Press, Western Pub. Co., Inc.
Racine, Wisconsin 1975

Geis, Darlene — The How and Why Wonder Book of Dinosaurs
Grosset and Dunlop NYC 1960

Geis, Darlene — Dinosaurs and the Other Prehistoric Animals
Grosset 1959

Hosoert, Eunice & Gartland, Robert — A Book to Begin on Dinosaurs
Holt, Rinehart & Winston

Ipcar, Dohlow — The Wonderful Egg
Doubleday & Company C 1958

Jones, Raymond — Animals of Long Ago
Whitman Publishing Co., Racine, Wisconsin
C 1965

Klein, Howard — My Best Friends Are Dinosaurs
McKay 1965

Klein, Norma — Dinosaurs Housewarming Party
Crown 1974 39 p. illustrated

Lowenthal, J. P. — From Then and Now, Little Golden Book
Simon & Schuster NYC 1954

McCarthy, Agnes — Giant Animals of Long Ago
Prentice Hall Inc. NJ C 1963

Matthews, William H. — Wonders of the Dinosaur World
Dodd Meade & Co. NYC 1963

May, Julian — They Turned to Stone
Scholastic Books NYC 1965

Morecroft, Annie — Dinosaur Ben (easy)
Wonder Books 1965

Morton, Brenda — Do It Yourself Dinosaurs
Taplinger 1973 toy making; handcraft

Olson, Everett C. — Collier's Encyclopedia
Crowell Dollier Pub. Co., Vol. 8 1962

Parish, Peggy — Dinosaur Time (easy)
Harper & Row 1974

Parker, Bertha Morris — Life Through the Ages
Row, Peterson & Co. C 1942

Parker, Bertha Morris
Martin, Alice Fiteb — A Golden Exploring Earth Book Dinosaurs
Golden Press, Western Pub. Co., Inc.
Racine, Wisconsin 1973

Parker, Bertha Morris — The Golden Book Encyclopedia
Golden Press NY Book 5 1959

Parker, Bertha Morris — "Life Through the Ages"
The Golden Book Encyclopedia
Golden Press, NY Book 9 1959

Parker, Bertha Morris — "Reptiles"
The Golden Book Encyclopedia
Golden Press, NY Book 13 1959

Posin, Daniel Q. — What is a Dinosaur (easy)
Benefic 1961 47 p. illustrated
(The "What Is It" series)

Raviell, Anthony — The Rise and Fall of Dinosaurs
Parents Magazine Presents C 1963

Robinson, W. W. — Beasts of the Tar Pits
Ward Ritchie Press, LA C 1961

Slobodken, Louis — Dinny and Danny (easy)
MacMillian 1951

Sutton, Felix — The How and Why Wonder Book of Our Earth
Wonder Book NYC C 1960

Swinton, W. E. — Digging for Dinosaurs
Doubleday & Co., Inc. NYC 1962

Swinton, W. E. — The Wonderful World of Prehistoric Animals
Garden City Books, NYC 1961

Watson, Jane Werner — The Giant Golden Book of Dinosaurs
(Other Prehistoric Reptiles)
Golden Press NYC 1960

Watson, Jane Werner — Prehistoric Animals
Golden Press NY C 1958

Whitaker, George O. — Dinosaur Hunt
Harcourt, Brace & World, Inc. NYC

Wise, William — In the Times of the Dinosaurs
G. P. Putnams Sons NY C 1963

Zim, Herbert S. — Dinosaurs
William Morrow & Com C 1954

The books are available from the Phoenix Public Library.

WHERE DO I LIVE?

A UNIT ON COMMUNITY AWARENESS

Primary Level

Jack Washburn - Avondale
Vicky Reno - Gadsden
Marilyn Smith - Avondale

Where Do I Live?

Suggested Level: K-3

I. GOALS

A. To Acquaint the child with his physical community.

B. To understand the basic processes of community life.

C. To instill pride in their community.

D. To acquire knowledge of people in their area.

II. OBJECTIVES

A. The child will become familiar with the physical makeup of his community.

B. The child will participate in one community service activity.

C. The child will be able to identify five people and the service they render to the community.

D. The child will be able to identify five institutions and explain their functions.

III. MOTIVATION -- (In sequence)

A. Read the book People in Your Neighborhood.

B. Learn the song People in Your Neighborhood.

C. Show the filmstrip Our Neighborhood Workers.

D. Bulletin board display of actual hats of people in the community.

E. Take a walk around the community with prearranged interest points.

IV. ACTIVITIES -- (In sequence)

A. Ongoing activity -- select committees (Dept. of Streets, Dept. of Buildings, etc.) and build a model of their own.

B. Guests from the community to speak about and/or demonstrate their function in the community.

C. Using magazines, scissors, and paste, assemble a collage entitled "People and Things in Our Community". (On a large bulletin board)

D. Using available media show further facets of community life.

E. Ongoing activity — various field trips to visit city hall, fire station, post office, feed store, shoemaker, restaurant, grocery store, beauty shop, etc. throughout the unit.

F. Role playing

Occupation No. 1 — Policeman
1. Giving a ticket
2. Directing traffic
3. Arresting a criminal

Occupation No. 2 -- Fireman
1. Fighting a fire
2. Cleaning truck/equipment
3. Inspecting buildings for hazards

Occupation No. 3 -- Nurse
1. Giving a shot
2. Taking blood pressure
3. Weighing a patient

G. Community service day to be spent at the park to clean up, paint, plant a tree, and plant flowers.

H. Art and Community Service -- depict people, places, and activities; frame and contribute to a nursing home.

I. Group role playing that dramatize community services.
Situation based on field trips:
1. Restaurant activity
2. Grocery store activity
3. Post Office in Operation
4. Beauty Shop

J. Each child dictates into the tape recorder what he wants to be when he grows up. Then listen to the tape as a whole class activity.

K. Each child colors or paints a picture of a particular person in the community. Then he writes 5 clues about this person and gives them orally to the class, holding the picture while they guess.

L. Each child writes a letter to a "community pen pal" in a class in another community, describing his community, and asks for information about his pen pal's community.

V. EVALUATION

The pictures used in "K" will be attached to each other and shown on a "Tele-a-vision" and each class member will identify them. This should include their title and a short statement of their service or function as a community member.

RESOURCES

A. Books

1. Community Friends, Muriel Stanek Som
2. Sesame Street, People In Your Neighborhood, Golden Press, Career Education, ASU.
3. I Want To Be, (series), Childrens Press, Career Education, ASU.
4. Everyone Has Important Jobs To Do, Chilton, Career Education, ASU.
5. Mommies At Work, Eve Merriam, Career Education, ASU.
6. I Want to be a Homemaker, Carla Green, Childrens Press, Career Education, ASU.

B. Films

1. Helpers in our Community, Coronet 1958 Som
2. Community Living -- What's a Neighborhood? Coronet 1964 Som
3. A City and Its People, Coronet 1967, Career Education, ASU.
4. Fathers Go Away To Work, Pat Crowling Pictures 1959, Career Education, ASU.
5. Myself and Others at Home and at School, Career Education, ASU.
6. Exploring the World of Work, Career Education, ASU.
7. The Supermarket, Career Education, ASU.
8. People Who Work With Animals, Career Education, ASU.
9. Learning About Business, Career Education, ASU.
10. Truck Farm to Store (Following from above)
11. Families and Jobs -- Rita Earns Her Dime
12. What Do Fathers Do
13. Cities and Manufacturing -- Where We Make Things
14. Community Services
15. Community Helpers -- The Sanitation Department
16. People Who Work in Stores

17. The Fireman

18. The Hospital

19. The Mailman

20. The Policeman

21. The Bus Driver

22. Let's Visit a Shopping Center

C. Filmstrips

1. Community Helpers Eye Gate Som

2. Community Helpers - Pictures for Tracing Encyclopedia Som

3. Community Life - The City Community Som

4. Community Life - Going to School Is Fun Som

5. Our Neighborhood Workers -- Eye Gate House Som

6. Where Our Daddies Work -- Eye Gate Som

7. Fathers Work -- I.F.C. Som

8. Neighborhood Nurse Eye Gate Som

9. Mothers Work, Too! I.F.C. Som

10. How Things Are Made Eye Gate Som

11. Where Does It Come From? Eye Gate Som

D. Records

1. Communities and Community Helpers Bowmar Som

2. Community Life Bowmar Som

E. Visual Aids

1. Community Helpers, Poster Sets (5) Som

2. People I Know, Study Prints Som

3. Dads Who Work For Us - Community Helpers Picture Set Teaching Tools

4. People Who Help Our Community, Transparencies Som

F. Related Instructional Units

1. Grocery Store Occupations, Career Education, ASU.
2. Parents Are Community Workers, Too, Career Education, ASU.
3. Tools For Toil, Career Education, ASU.

INTERMEDIATE RESOURCE UNITS (4-8)

THE MIGRANT WORKER

Intermediate Level

Leona Gonzales - Parker
Ann Mangold - Eloy
Donna Murdock - Eloy
Rufino Sauceda - Eloy

The Migrant Worker

I. GOALS

A. To give the child a better understanding of the farm and its significance to the people of a nation.

B. To help children develop an appreciation of life in rural areas.

C. To provide experiences related to farm life that will enhance the study of the farm.

D. To help the child develop an understanding of the farm as a source of food and clothing.

II. OBJECTIVES

A. The child will be able to identify the uses of the crops they study.

B. The child will recognize differences between urban and rural lifestyles.

C. The child will be able to solve problems relating to crop location, travel mileage, measuring, and purchases of produce.

D. The student will develop an appreciation of the migrant workers' role in agriculture.

III. SUGGESTED MOTIVATION

A. A bulletin board tracing the route of a specific crop to some of its final products and uses.

B. Display a map showing crops, their end products, and where they are raised.

C. Initiate a class discussion about where students have lived. Point out the places on a map.

D. Ask each child to bring to class one item that was purchased in a store. Display and discuss the items - what they are made from, where they were purchased, etc.

E. Show a film or filmstrip about the production of a consumer product from a crop.

IV. SUGGESTED ACTIVITIES

A. Art activities

1. Potato printing
2. Mosaic designs or pictures using seeds
3. Jewelry making - using seeds
4. Make a collage using magazine pictures (suggested topics - fruits or vegetables, farm workers)
5. Weaving
6. Sewing project - cut and sew from a simple pattern using cotton cloth.
7. Make paper mache banks modeled in the shapes of fruits.

B. Food related activities

1. Watermelon eating contest
2. Plant a small vegetable garden - germinate seeds in egg cartons.
3. Make watermelon or cantaloupe popsicles
4. Make lemonade
5. Make apricot-pecan balls
6. Make a vegetable salad

C. Problem solving activities

1. Buy two different fruits or vegetables and figure out their cost at different market values.
2. Figure out the cost of 100 pounds of bulk cotton.
3. Figure out approximately how many cantaloupes can be grown in an acre of land. Also figure their market value.
4. Make a quart of fresh orange juice. Have students estimate the number of oranges that will be needed to make enough for the entire class.
5. Select three different migrant jobs and figure out their wages for a 45 hour work week.
6. Estimate the number of leaves found in a head of lettuce.

D. Map activities

1. Trace a route showing where each child presently lives and where he moves.

2. Figure the mileage involved in moving from one place to another.

3. Select one product and determine why it is grown in the area that it is.

4. Make a bulletin board showing crop locations.

5. Determine the traveling time involved in distances between specified cities.

E. General activities

1. Select a particular job and act it out. (See job list following activities)

2. Discuss problems in moving from one area to another.

3. Make a bulletin board showing examples of rural vs. urban living.

4. Discuss problems of adjusting to new schools and classmates.

5. Have each child bring in pictures showing examples of jobs in agricultural careers.

V. EVALUATION - Pretest and Post-test

1. Name ten crops with which the migrant farm worker has employment.

2. Name ten types of work involved with getting the cantaloupes from the field to the consumer.

True or False

1. A fruit is the part of the plant which houses and protects the seed(s).

2. Corn, tomatoes, squash, peaches, plums, and lemons are fruits.

3. All fruits grow on trees.

4. Some fruits have many seeds.

5. Strawberries, lemons, oranges, and watermelons are citrus fruits.

6. Migrant workers harvest only citrus fruits and melons.

7. Cotton is used in clothing.

8. Many fabric blends include cotton.

9. Water is just as important as sunlight in raising crops.

10. Migrant farm workers bring money to a community.

Migrant jobs involved in producing a melon crop:

1. Pickers
2. Machine or tractor drivers
3. Truckers (haul trailers to shed)
4. Bugs (small tractor drivers that take melons to outside bin)
5. Sorters
6. Waxers (clean and shine melons)
7. Sorters (sort melons to inside bin)
8. Sorters (sort ripe melons for local distribution and greener ones for shipping east)
9. Bin Boy (makes sure sorters get equal amounts of melons. He opens and closes certain gates)
10. Packers (put melons in crates and the crates are put on conveyor belt)
11. Stamper
12. Lidder
13. Dock workers (stack crates)
14. Truck drivers (take crates to semi)
15. Loaders (load crates on trucks)

RECIPES

WATERMELON POPSICLES

1. Cut melon into rounds 1 and 1/2 inches thick. Peel melon; cut into bars about 1 and 1/4 inches wide and 3 inches long. Insert sticks or plastic spoons (handle end) into each; place on a cookie sheet; freeze, covered with plastic film, until solid. When solid, they may be removed to a plastic bag or freezer container for storing.

2. To serve, let stand at room temperature 5 minutes or longer, to thaw slightly.

CANTALOUPE OR HONEYDEW POPSICLES

1. Cut melon into 12 wedges. Peel wedges; cut in half. Place a stick or plastic spoon (handle end) in wide end, and freeze as for watermelon, above.

2. To serve, let stand at room temperature 5 minutes or longer, to thaw slightly.

Note: You may serve these popsicles unfrozen, if desired. Be sure melon is ripe enough to have good flavor.

APRICOT-PECAN BALLS

1 and 1/2 cups crushed vanilla wafers (38 cookies)

1 cup finely chopped pecans

1/2 cup sifted powdered sugar

1/2 cup finely snipped dried apricots

1/4 cup light corn syrup

2 tablespoons apricot nectar

1/4 cup sifted powdered sugar

In a bowl, stir together vanilla wafers, pecans, 1/2 cup powdered sugar, and the apricots. Stir in corn syrup and nectar. Using one level tablespoon for each cookie, shape mixture into balls. Roll in remaining 1/4 cup powdered sugar. Store in a covered container. Makes 3 dozen cookies.

GARDEN VEGETABLE SALAD

Mix 2 quarts salad greens (torn into pieces) with 4 cups of fresh garden vegetables (tomatoes, red onions, cucumbers, cauliflower, carrots, zucchini, asparagus, broccoli, green beans, radishes, green onions, red cabbage, spinach, chilis, green peppers, and avocados).

Pour salad dressing over vegetables.

LEMONADE

1 cup of fresh squeezed lemon juice

1 gallon water

2 cups sugar

Mix together, add ice cubes, and serve.

ACTIVITY SHEET

Divide into groups. Each group will have a half of a melon, a scale, paper towels, and a plastic cup.

Problem #1 - Estimate the weight of the half melon, the whole melon, the seeds, the rind, and the pulp. Then weigh the melon and record the actual weights (but not the rind and pulp).

	Estimates	Actual
half melon	_____	_____
whole melon	_____	_____
seeds	_____	_____
rind	_____	
pulp	_____	

How do your answers compare?

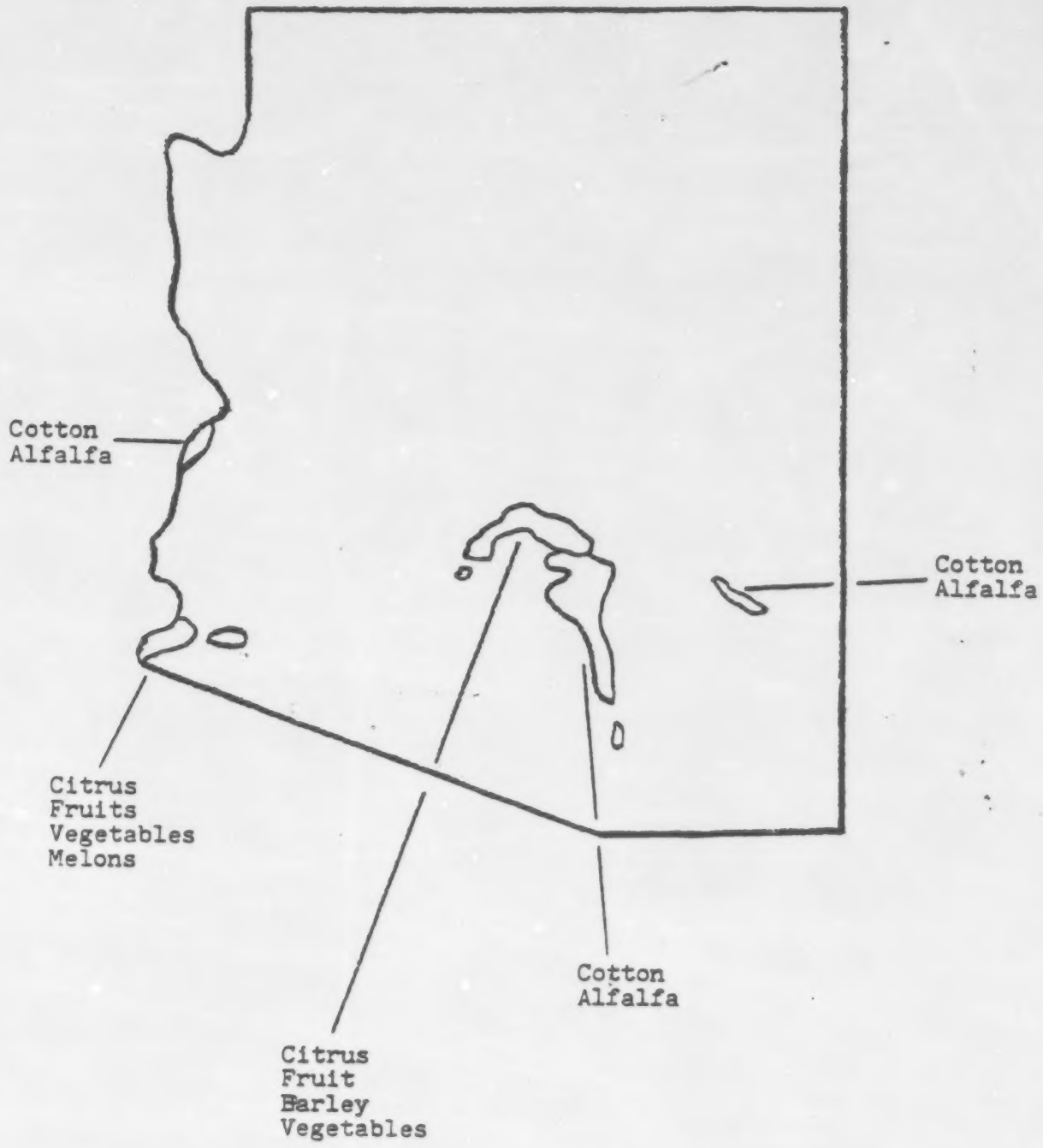
Problem #2 - Estimate the number of seeds in the melon. Then count the seeds.

	Estimate	Actual
half melon	_____	_____
whole melon	_____	_____

Problem #3 - If a melon costs 40¢ a kg., how much does the melon cost?

STOP FOR FURTHER INSTRUCTIONS

Problem #4 - Figure the cost of the part of the melon that is eaten.



FOR USE WITH MAP ACTIVITIES 70

FOR USE WITH MAP ACTIVITIES

FOR USE WITH MAP ACTIVITIES

FOR USE WITH MAP ACTIVITIES

RESOURCES

Films: Available from the Resource Material Center in Florence, Ariz.*

1. The Story of Citrus Fruits
2. The Dream That Changed the Desert
3. Trade
4. Men, Machines, and a Bountiful Harvest
5. Chicano From the Southwest
6. Farms Around the World
7. Learning About Fruits We Eat
8. Our Changing Way of Life: The Cotton Farmer
9. Food From the Desert
10. Comestibles Del Desierto

Films: Available from Career Education Resource Center at A.S.U.*

1. The Cotton Farmer
2. Cotton to Clothing
3. The Truck Farmer
4. Truck Farm to Store
5. Food: The Story of a Peanut Butter Sandwich
6. The Food Cannery
7. Tomatoes From Seed to Table
8. Clothing: A Pair of Blue Jeans
9. Angel and Big Joe

* For these and additional materials, check the catalogs available from the Career Education and Migrant Education centers in your area.

BOOKS FOR CHILDREN

1. Tobe - Stella Gentry Sharpe
2. Araminta - Eva Knox Evans
3. Jerome Anthony - Eva Knox Evans
4. Araminta's Goat - Eva Knox Evans
5. Down Down the Mountain - Ellis Credle
6. Strawberry Girl - Lois Lenski
7. Blue Willow - Doris Gale
8. Judy's Journey - Lois Lenski
9. Boom Town Boy - Lois Lenski
10. Cotton in My Sack - Lois Lenski
11. Blue Ridge Betty - Lois Lenski
12. And Now Miguel - Joseph Krumgold
13. Paradise Valley - Valenti Angelo
14. Plum Plum Pickers - Raymond Barrio
15. A New Day - Don Bolognese
16. Up From El Paso - Paul Diaz
17. Lanterns For Fiesta - Suzanne G. Fulle
18. Victor - Clara K. Galbraith
19. Anita's Choice - Dorothy Hamilton
20. Migrant Girl - Carli Laklan
21. Mexicali Soup - Kathryn Hette
22. Caesar Chavez, Man of Courage - Florence M. White

VIDEO TAPES: Available from Media Center at the Arizona Dept. of Education, Phoenix, Arizona.

1. People Need People
2. Our Own Two Hands, from Bread and Butterfly series

FILMSTRIPS: Available from the Resource Material Center in Florence, AZ.

1. Food for Living Things
2. How Plants Help Us
3. Foods For Health
4. A Rural Village
5. Cotton Producing
6. The Fruit and Vegetable Store
7. Getting Food Ready for Market
8. Where Food Comes From
9. How Cloth is Made
10. Far Western States: Agriculture

REFERENCE BOOKS

1. Agricultural Industry - Ada Graham
2. Farming - Walter Buehr
3. Field Crops - Winifred G. Hammond

AIR AND WATER POLLUTION

Intermediate Level

Joyce Wagner, Language Arts, Reading - Tolleson
Naomi Lloyd, Migrant Resource Teacher - El Mirage
Nancy Howard, Title I Reading Teacher - El Mirage
Pat Goodridge, Sixth Grade Teacher - Coolidge

AIR AND WATER POLLUTION

I. GOAL

The student should understand the problems related to air and water and be able to accept responsibility for improving them.

II. OBJECTIVES

A. Identify causes of air and water pollution.

B. Student will identify positive solutions for problems.

III. MOTIVATIONS

A. Students will participate in a smoking machine experiment to demonstrate the effects of tar and nicotine on the lungs. (See attached sheet for instructions.)

B. Speaker from Arizona Lung Association
Ben Chaiker 258-7505 Phoenix, Arizona

C. Experiment demonstrating how a fish reacts to lack of oxygen in water.

D. Filmstrip on pollution. HQ276 - Pollution Solution?

IV. ACTIVITIES

A. Air

1. Air pollution experiment gathering air pollutants.

2. Pupils will write a one page report on relationship of air pollution and lung disease.

3. Pupils will tour a vehicle emissions station.

4. If desired, at this point pupils can see filmstrips and listen to tapes listed on resource page.

5. Discussion labs on air pollution.

B. Water

1. Word Search

2. Discuss paper on Water and Young People.

3. Field trip to water treatment plant in your community.

4. Experiments on water filtration.

5. Discussion of water conservation checklist.

6. Environment Maze

V. OPTIONAL ACTIVITIES

A. Poster Contest

B. Walking field trip around neighborhood noting pollution problems. Have class draw pictures of before and after.

C. Bingo game using pollution vocabulary. (Have students suggest different words.)

General Information on water pollution control problems:

E.P.A. Region IX
100 California Street
San Francisco, CA 94111
(415) 556-6266

Tours:

U.S. Water Conservation Lab
4331 East Broadway Road
Phoenix, Arizona 85040
(602) 261-4356

Activities included:

Environmental Resource Notebook from University of Arizona Cooperative Extension Service

University of Arizona
820 East Cottonwood Lane, Bldg. C.
Casa Grande, Arizona 85222
(602) 836-5221

RESOURCES:

Teaching Tools
3401 North 35th Ave.
P.O. Box 27563
Phoenix, Arizona

Ecology: The Pollution Problem (K-6)
Dramatic, authentic 20 (12 1/4 inch by 17 inch) full color pictures plus a 24 page resource manual on pollution #61606 $6.75.

Eastman Kodak Co.
343 State Street
Rochester, New York 14650

Clean the Scene photo display kit (also on loan from ASU Career Education Center)

Filmstrips and Cassettes:

Pollution Solution? HQ 276

NASA Film Catalog
AMES Research Center
Public Affairs Office
Moffett Field, California 94035

Water Pollution

Rent from Bailey Film Assoc.
2211 Michigan Avenue
Santa Monica, California 90404

Pollution: What Is It?
Our Air
Our Waters
What We Can Do

Coronet
65 E. S. Water St.
Chicago, Illinois 60601 (Also check out from ASU Career Ed. Center)

Books available:

Breueer, A. C., Air

Feilen, John, Air

Jones, Claire, Pollution: The Air We Breathe

Jones, Claire, Pollution: The Waters of the Earth

Lefkowitz, R. J., Water for Today and Tomorrow

Meyer, Jerome S., Water

AIR POLLUTION

Place microscope slides coated with petroleum jelly in various parts of the school (playground, cafeteria, school office, classrooms, etc.). The petroleum jelly will catch various air pollutants.

Fill out the chart below. Discuss the results and implications.

Location	Description of Slide	Possible Cause	Suggested Solution to Reduce Pollutant

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SMOKING MACHINE

MATERIALS: Clear plastic dishwashing liquid bottle, rubber hose about four inches in length and 1/2 inch in diameter, modeling clay, cotton balls, cigarettes, matches.

PROCEDURE: Place cigarette in one end of rubber hose and secure with modeling clay. Place cotton ball in other end of hose. Place cotton end of hose into bottle and secure hose to bottle with modeling clay. Light cigarette with match and begin pumping action on base of bottle to create inhalation of air--simulates breathing action. Do this until cigarette is smoked down to filter. Remove hose and cotton ball and examine the effects of the smoke on the cotton ball. Relate this with the children to the effects of cigarette smoking on the lungs.

FOLLOW-UP: Have students bring various brands of cigarettes and conduct this experiment, comparing results. Cigarettes could be mounted on poster board cards, along with a sampling of the filter, tobacco, paper, and soiled cotton ball sample for each brand of cigarette. Discussion could ensue--based on the students' observations of each cigarette, which would be least harmful? Most harmful?

WATER AND YOUNG PEOPLE

Find out how much water you and your family use in one day. Use the chart below to compute your daily water useage:

TAKING A BATH - 30 gallons

TAKING A SHOWER - 20 gallons

FLUSHING A TOILET - 3 gallons

WASHING FACE OR HANDS - 2 gallons

GETTING A DRINK - 1/4 gallon

BRUSHING TEETH - 1/4 gallon

WASHING DISHES FOR ONE MEAL - 8 gallons

COOKING A MEAL - 5 gallons

AUTOMATIC CLOTHES WASHER - 32 gallons

Try this experiment at home:

SHOWER VS. BATH

Do you use more water taking a shower or a bath? Here's how you can find out.

1. When you next take a bath, use a piece of adhesive tape to mark the height of the water in the tub.
2. Let the tape remain in the tub. Then the next time you bathe, take a shower. Be sure to put a stopper in the tub.
3. When you are finished with your shower, use the tape to check the height of the water in the tub. Did you use more or less water than the time before?

Information from McDonald's Ecology Action Pack

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Experiment for

Reactions of Fish Due To

Lack of Oxygen

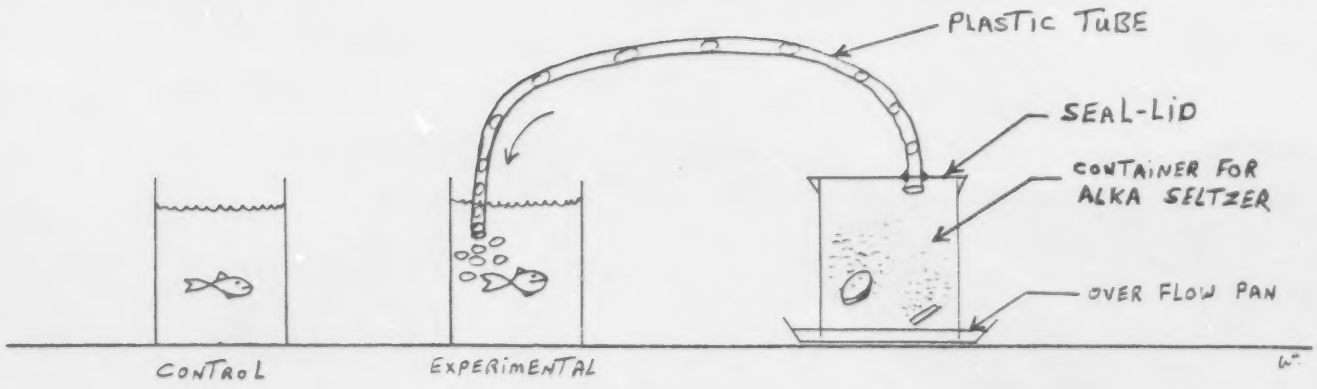
MATERIALS

2 fish (guppies)
3 small containers
1 lid with hole for tube
1 Alka-Seltzer tablet
1 plastic tube
1 large pan for overflow

PROCEDURE

Have three containers one-half full of tank water. Place one guppy each in two of the containers. Drop Alka-Seltzer tablet into water of the remaining container. Cover with the lid having the plastic tube submerged into the bubbling water. Place the other end of the tube into one of the containers with a guppy. Observe the actions of both fish.

Note: A guppy can live for five minutes in the Alka-Seltzer water.



WORD SEARCH

R E Y N I O G E D O P K Y

W V Q X C U I J B K C L T

W A Z M R E S E R V O I R

A P O A U W T N A M N N T

T O D R N K J G C H D F P

E R E I O V B N K Q E I L

R A I N F A L L I R N L Z

S T L E F Q W P S C S T D

H I O P R U A N H M A R L

E O E L W A P O I D T A K

D N Y B F T O P R H I T P

C X E T P I W Q G K O I L

C S P T W C J K V X N O D

U T R E C Y B M U K O N D

Find and circle the following vocubulary words about water:

WATERSHED
EVAPORATION
MARINE
RUNOFF
RAINFALL
AQUATIC
RESERVOIR
CONDENSATION
BRACKISH

SKW/77

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THE ENVIRONMENT MAZE

Directions:

(1) Work in teams of two or three

(2) Begin at the starting point and work your way through the maze. Each time you run into a picture of something with impact on the environment, list the positive and negative impacts that it has.

(3) The team that completes the maze first wins. Share team lists for each picture.

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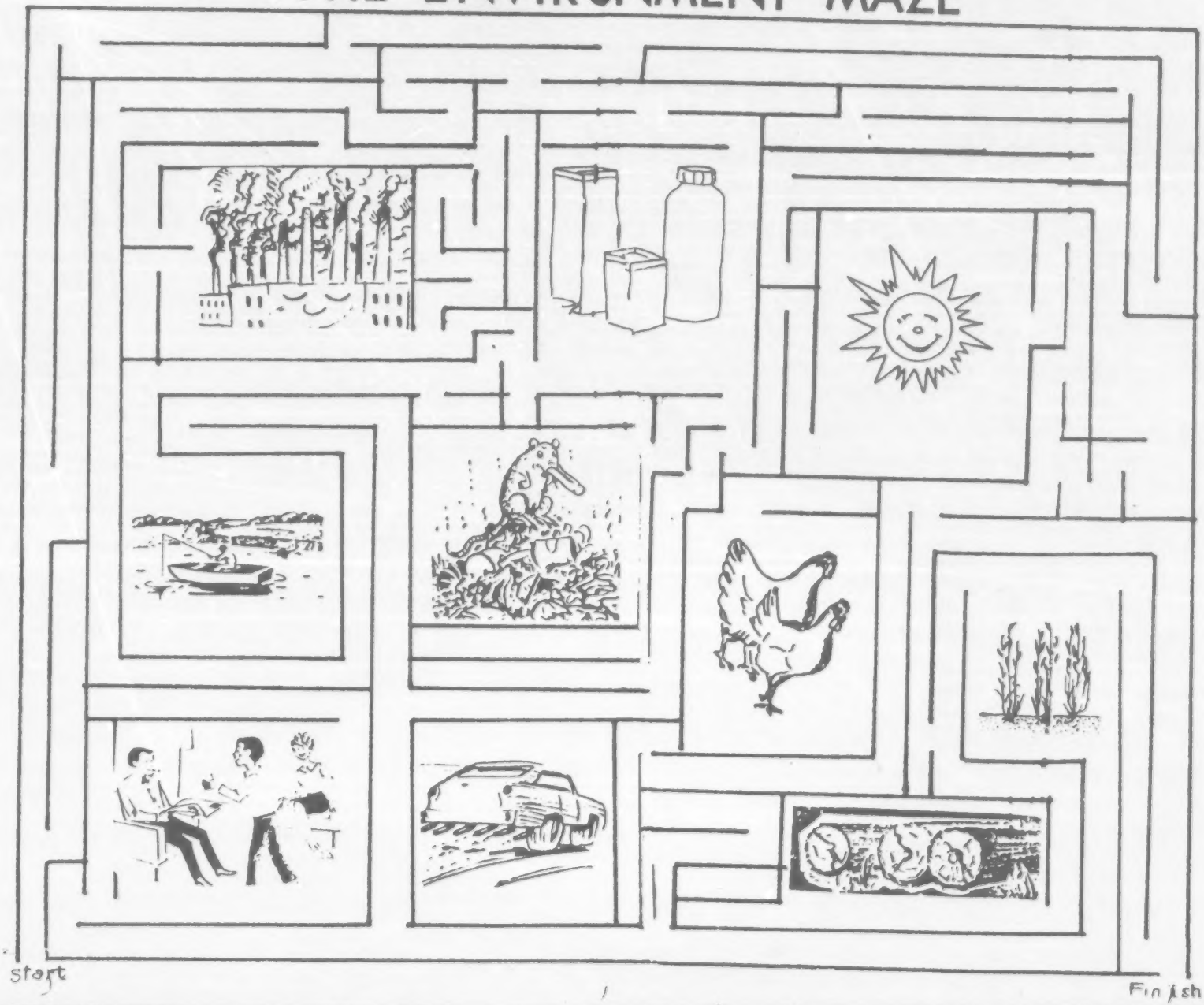
THE ENVIRONMENT MAZE



Activities

1. Put the same amount of tap water in two glasses. Put a thermometer in each glass to read temperature. Place one glass on a window sill at room temperature. Place the other glass in a refrigerator. Allow the glasses to remain undisturbed for one hour.

   At the end of one hour, observe both glasses. Note any differences.

   > Were bubbles found on the sides of either glass? Which one? What kind of gas formed those bubbles, do you think? What causes the bubbles to form?

   Fish need oxygen to live in the water. Waterfalls and rapids mix oxygen with the water as it flows down a stream. Gases, such as oxygen, tend to remain dissolved in the water longer if the water is cool. When water is warmed, the gases bubble out, as with the tap water on the window sill.

   This is also why an opened coke will go flat if left in a warm room for several minutes.

2. Fill three jars with distilled water. Use distilled water purchased from a local store. Now label the jars A, B, and C. Put a tablespoon of detergent in jar A. Put a tablespoon of fertilizer in jar B. Leave jar C as it is. Stir the water in jars A and B in order to make a solution. Stir until there are no solid particles remaining.

   In all three jars, pour an ounce of pond water. Even if you live in a city, you can find a supply of this water. You may have to go to a park or nearby lake. Collect a sample of water with algae living in it and bring it to class. The algae in your sample may look like tiny green spots or may be a green scum from the surface of the ponds. A quart jar full should be plenty.

   Set your jars aside for 2 weeks. At the end of this time, compare the three jars.

   a. Which jar shows the greatest growth of algae?
      Read the label on the detergent and fertilizer boxes to see how much phosphate is contained in each of the products.

   b. Which jar contains the highest amount of phosphate?

3. One way to get phosphates out of the water is by adding calcium. You can observe the effect of calcium on phosphates in the following demonstration.

   Once again, use your three jars. Put distilled water in each of the jars. Leave jar A as a control.

In jar B, add calcium. Regular school chalk is made of a calcium compound. Take some chalk and crush it. Add about a tablespoon of ground calcium to the water. Stir until it becomes a solution.

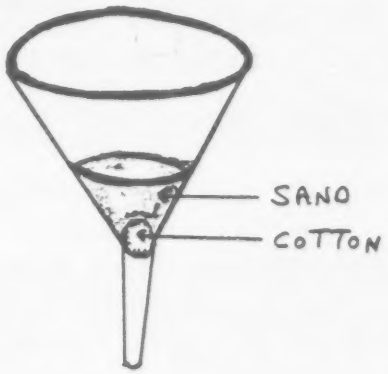
Now put a tablespoon of a phosphate detergent or fertilizer in both jar B and jar C.

a. What happens to jar B containing the calcium?
b. How is what happens in jar B different from what happens in jar C?

Now put some of your pond water into jars B and C. Allow the jars to set out for 2 weeks.

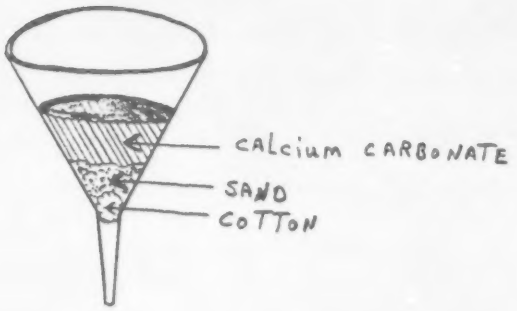
c. Which jar shows the greatest growth of algae?
d. How does it compare with other samples?

4. Try this experiment to see how water can be filtered "naturally". Put some tap water in a jar. Add some dirt, bits of leaves, and other materials. Stir it so that you have some polluted water. Now add some phosphate. Use the fertilizer or detergent which caused the highest amount of algae growth in your previous experiments. Construct a simple filter similar to that shown in the picture. Put some cotton in the funnel and then pour on a layer of sand. Now slowly pour some of the polluted water through your filter.



Compare the color of the water before it was poured into the filter with the color of some unfiltered water.

a. Describe the difference between the filtered and unfiltered water.
b. Now, make a colored picture to show the difference.



Construct a second filter just like the first. However, this time put a layer of crushed chalk on top of the sand. Now run some polluted water through this filter into a second jar. You now have two samples of filtered water. One sample has been filtered through sand and the second sample through calcium carbonate and sand. Add 2 tablespoons of pond water to each of the samples of filtered water.

c. Which sample should show the greatest amount of algae growth in 2 weeks? Explain your answer.
d. What does this experiment show you about what man must do in order to recycle water for reuse?
e. Why is it more difficult to filter water today than 30 years ago?
f. How is man using water differently today than he did 20 or 30 years ago?

Activities #3 and 4 are adapted from a booklet entitled "Water Pollution" by Charles W. Lavaroni, et al. Addison-Wesley Publishing Company, Inc., 1971.

LIFE IN THE MIDDLE AGES

Intermediate Level

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Life in the Middle Ages

I. GOALS

A. To help students understand the development of feudalism and manoralism.

B. To help students understand the functions of guilds.

C. To help students understand the role of the Church in the Middle Ages.

II. OBJECTIVES

A. Students will be able to identify the major divisions of medieval society.

B. Students will demonstrate an understanding of the importance of manoralism.

C. Students will know the period of time that is meant by the historical term, "Middle Ages".

D. Students will know the functions and purpose of guilds.

E. Students will become aware that the Church was responsible for learning and the preservation of knowledge.

F. Students will know the social, economic, and religious changes brought about by the Crusades.

III. MOTIVATION

A. Book display in the classroom.

B. Teacher will read aloud selections from Knights of the Round Table.

C. Have a union representative speak to the class. (Compare unions to guilds.)

D. Teacher declares each student a serf. The student must work through ranks of page, squire, knight, lord or lady by successfully completing activities.

IV. ACTIVITIES

A. Whole group activities

1. Have students complete vocabulary exercise To Help You Learn.

2. Have students complete Medieval Society Pyramid.

3. Have students do Seek and Find Puzzle.

B. Small Group Activities

1. Construct a model of a feudal manor.

2. Make parchment (wad butcher paper and iron out) with Old English lettering.

3. Find out origins of last names.

4. Do dramatizations from free reading.

5. Learn rules of chess and play a game.

6. Make a time line (can be illustrated).

7. Using encyclopedias or history books draw a map showing the routes of the crusaders.

C. Individual Activities (to be used with Motivation D)*

1. To Achieve the Rank of Page:

   a. Draw a map of Europe during the Middle Ages. Give the date and label the names of the countries.

   b. Draw a picture of a castle and explain why towers, drawbridges, and high places were important.

   c. How could a serf become a free man? Find out and write a short paragraph.

2. To Achieve the Rank of Squire:

   a. Draw pictures of dress models of people from each social level.

   b. Either draw or write the steps in which a man could become a Knight. What were his duties?

   c. Draw pictures showing the life of a monk.

   d. Make illuminated letters (illuminate the first letter of your name).

3. To Achieve the Rank of Knight:

   a. Design your own coat of arms.

   b. Draw or make three types of weapons used by knights in battle.

   c. Write sentences to show you understand the meaning of: chivalry, vassal, joust, tournament, crusade.

   d. Write a short paragraph on the importance of monasteries to life in the Middle Ages.

*See Instructions to the Teacher

4. To Achieve the Rank of Lord or Lady:

a. Write a short paragraph comparing the difference between merchant guilds and craft guilds.

b. Most people could not read, so signs told what business a person was in. Make signs for a baker, butcher, carpenter, weaver, or the maker of candles or glass.

c. News of the town was often told in song by a musician called a minstrel. Make up a verse of news to match a song that is familiar to everyone.

d. Make a dictionary of terms and words peculiar to the Middle Ages.

e. Make a sectional, accordion-pleat style time line of famous people. Put them in order from the earliest to latest; illustrate and write a short sentence telling why they were famous. Use these: William the Conqueror, Charles Martel, Alfred the Great, Charlemagne, Richard the Lionhearted, Clovis, King John, Benedict.

D. Culminating Activities

1. Organize a classroom fair with some students being merchants and others craftsmen.

2. Stage a mock tournament.

3. Do a unit mural.

4. Display all models in the library.

5. Have a chess tournament.

V. EVALUATION

A. How far did students advance in Individual Activity C?

B. Write a diary entry of one day in the life of a _____.
(serf, knight, monk, lady of the castle, etc.)

C. Unit test.

VI. REFERENCE MATERIALS

A. Books (Available at Somerton School Library)

Arnold, Ralph Kings., Bishops, Knights, and Pawns. Life in a Feudal Society. Norton, 1964.

Buehr, Walter., Chivalry and the Mailed Knight. Putnam, 1963.

Buehr, Walter., The Crusaders. Putnam, 1959.

Buehr, Walter., Knights and Castles and Feudal Life. Putnam, 1957.

Hartman, Gertrude., Medieval Days and Ways. MacMillan, 1965.

King, Fred M., How People Lived in the Middle Ages. Benefic, 1967.

Lewellen, John., The True Book of Knights. Childrens, 1956.

Price, Christine., Made in the Middle Ages. Dalton, 1961.

Sobol, Donald J., The First Book of Medieval Man. Watts, 1959.

Walker, Dorothy., Knight of the Middle Ages. Meridith Press, 1962.

B. Magazines (Available at Somerton School Library)

MacLeish, Kenneth., "Canterbury Cathedral", National Geographic, Vol. 149, March, 1976.

Setton, Kenneth M., "A New Look at Medieval Europe", National Geographic, Vol. 177, December, 1962.

Wilkinson, N., "British Castles, History in Stone", National Geographic, Vol. 92, July, 1947.

C. Filmstrips (Available at ASU in the Instructional Resources Laboratory)

The Town and Its Guilds, EBF FS 465

The Knight and His Training, EBF FS 466

The Medieval Manor, EBF FS 467

The Crusades and Their Significance, EBF FS 468

Robin Hood, EBF FS 803M

The Sword in the Stone, EBF FS 1207

D. Films

The Medieval Crusades #172 (Available at Somerton)

Life in a Medieval Town 5394

The Meaning of Feudalism 46

Medieval Times: Role of the Church 5461

Medieval Times: The Crusades 5460

(All of the above available through Dysart Migrant Film Library)

E. Charts and Pictures

Speedball Instruction Chart #7, "Old English Lettering". Drawer 2, IRL at ASU (lower case)

Speedball Instruction Chart #9, "Old English Lettering". Drawer 2, IRL at ASU (upper case)

Picture Set, "Middle Ages", Somerton Library

Picture Set, "Castles", Somerton Library

F. Others

Things to Make for Christmas, Vol. II. Fawcett Publications, 1967. 67 West 44th Street, New York 36, New York. (How to make castles from boxes, playing cards, and cardboard)

Higgins Armory, Worcester Pressed Steel Co., Worcester, Pa. (The largest private collection of armor in the United States. Write for information.)

To Help You Learn

Use a dictionary or the encyclopedias to help you match the words with the meanings.

moat	knight	page	bishop	merchant guild
tenant	tournament	squire	nun	crusader
serf	drawbridge	donjon	monastery	crusade
manor	battlement	monk	apprentice	chilvary
vassal	feudalism	fair	craft guild	
lance	freeman	master	cathedral	

_____ 1. The residence of a group of nuns.

_____ 2. A writing material made of sheepskin.

_____ 3. An important church official.

_____ 4. A group of merchants banded together to help one another.

_____ 5. One who serves a master worker for a certain time to learn a trade.

_____ 6. A long, sharp weapon used by knights.

_____ 7. A person who lived on the lord's land and farmed it.

_____ 8. The way of life in Europe in the Middle Ages which is based on cooperation of lords, vassals, and tenants.

_____ 9. A contest between knights.

_____ 10. A group of craftspeople who do the same kind of work.

_____ 11. A woman who devotes herself to a holy life.

_____ 12. A war undertaken to capture the Holy Land from the Moslems.

_____ 13. A meeting of buyers and sellers at a stated time and place for trade.

_____ 14. A large, important church where a bishop holds services.

_____ 15. A worker who belonged to the land on which he lived.

_____ 16. A bridge across a ditch of water surrounding a castle which could be raised to keep out enemies.

_____ 17. A person living on a manor who could leave if he wished.

_____ 18. The main tower of a castle.

_____ 19. A large estate in England in the Middle Ages.

_____ 20. A low wall with open spaces on top of a castle.

_____ 21. A young boy who was beginning his craining as a knight.

_____ 22. The residence of a group of monks.

_____ 23. One who joins a crusade.

_____ 24. A deep ditch, usually filled with water, around a castle.

_____ 25. A warrior in the Middle Ages.

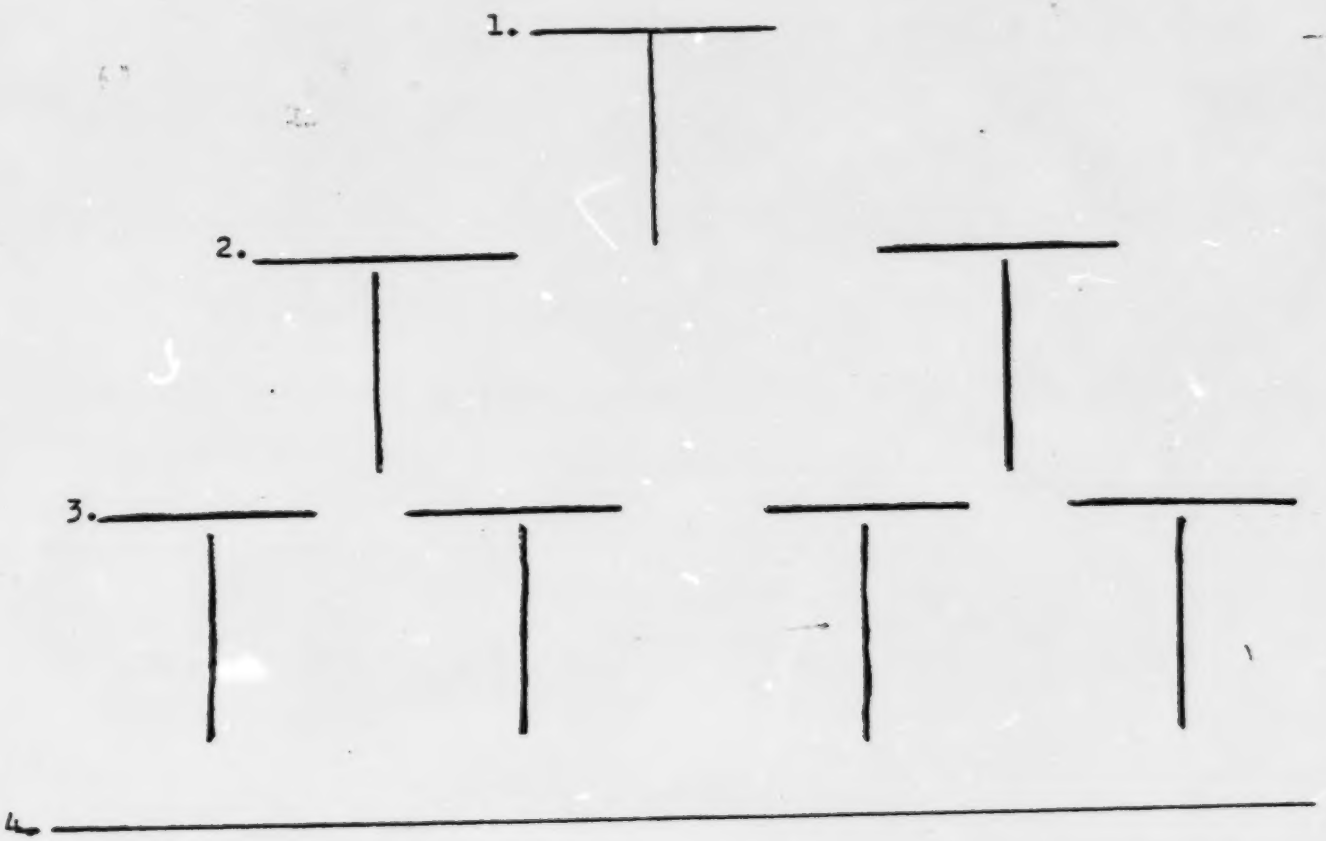
_____ 26. A man who received land from a lord to whom he promised help.

_____ 27. A code of honor practiced during the Middle Ages.

_____ 28. A young man who served his lord in hunting and in battle.

The Medieval Social Pyramid

Use the following: king, serfs, knights, lords. Put them in their proper place. At the bottom of the page tell who was a vassal of whom.



DAYS OF KNIGHTS
Word Search

MONASTERYMEGDIRBWARD
OHEMPEOTJWJNAMEERFRY
NORSTXNHLYESCRIPTLAR
KNIGHTOADSXTEGAPTYIL
TPUMULBXNUAOLUPAUDRA
NAQDROLESTEPOIPRSAFV
ERSLABELCRLFTLRATLDI
MCCECNALROTDNDEPEARH
AHARRCRIONTLEMNEESOC
NMSTUFMPLAAEVNTTDSWM
RETSSDONLMBINOIRVASY
UNLNAERHUIKHOPCSWVXZ
OTEIDONJONLSCQEGEILA
TFGMECOATOFARMSCRIBE

1. Monastery
2. Monk
3. Knight
4. Manor
5. Squire
6. Serf
7. Page
8. Guild
9. Vassal
10. Apprentice
11. Crusade
12. Moat
13. Feud
14. Lady
15. Tenant
16. Tournament
17. Donjon
18. Lance
19. Drawbridge
20. Friar
21. Chivalry
22. Parchment
23. Convent
24. Nun
25. Noble
26. Battleaxe
27. Castle
28. Armor
29. Parapet
30. Freeman
31. Steed
32. Sword
33. Coat of Arms
34. Lord
35. Minstrel
36. Leige
37. Scribe
38. Scroll
39. Script
40. Shield

Instructions to the Teacher

Make badges for Serfs, Pages, Squires, Knights, and Lords. Each child will be given a badge for each rank that he completes. Have badges on display in a prominent place in the classroom. Everyone must wear a Serf Badge at the beginning of the unit. Give each child a list of the activities to be completed to advance in rank so that he may keep track of his own progress.

Have the children wear their badges whenever any of the unit work is being done.